

Ніжинський державний університет
імені Миколи Гоголя

**ВСТУП ДО ПРАКТИЧНОГО КУРСУ
АНГЛІЙСЬКОЇ МОВИ**

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ПЕРЕДМОВА

Посібник «Вступ до практичного курсу англійської мови» призначений для студентів першого курсу факультетів іноземних мов, що навчаються за напрямом підготовки 6.020303 Філологія*. Посібник розроблений відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов (A Common European Framework of Reference, 2001) та Програми з англійської мови для університетів (Ніколаєва та ін., 2001) і забезпечує початковий етап у вивченні англійської мови як основної та передбачає поетапний перехід до опрацювання основного курсу. Метою посібника є формування іншомовної комунікативної компетенції студентів.

Посібник включає такі компоненти: 1) карта розподілу матеріалу посібника; 2) основна частина посібника; 3) додатки; 4) список посилань.

Основна частина посібника складається з 4 розділів, які включають певний обсяг теоретичного та практичного матеріалу з фонетики і граматики в поєднанні з лексичними одиницями, що забезпечує засвоєння мовного матеріалу комплексно та створює умови для спілкування англійською мовою з самих перших занять.

Зміст фонетичної частини охоплює матеріал, що стосується звукової будови мови та її компонентів; особливостей артикуляції голосних і приголосних; інтонаційного оформлення різних комунікативних типів висловлювань (стверджувальних, питальних та наказових речень); понять про фонетичну транскрипцію і графічний спосіб зображення інтонації; основних правил читання.

Грамматичний матеріал включає опрацювання дієслів *to be*, *to have* в теперішньому часі, ступенів порівняння прикметників, особових, присвійних, неозначених і вказівних займенників, категорії числа та присвійного відмінка іменників, кількісних і порядкових числівників, наказових та безособових (іменних) речень, так само, як і всіх видів запитань із використанням зазначених вище граматичних структур і дієслів.

Відібраний лексичний матеріал стосується загальної інформації про людину та її найближче оточення.

У теоретичній частині до кожного розділу даються правила та роз'яснення, в практичній – система вправ для опрацювання фонетичного, граматичного та лексичного матеріалу. Блок фонетичних вправ включає мовні й умовно-мовленнєві вправи для формування слухо-вимовних та ритміко-інтонаційних навичок. Блок граматичних вправ складається з умовно-мовленнєвих вправ на рівні фрази та понадфразової єдності, які забезпечують формування граматичних навичок. В останньому розділі посібника пропонується текст описового характеру, який доповнюється текстовими вправами та списком використаних у ньому лексем, що відпрацьовується в лексичних вправах.

У додатках дається переклад теоретичної частини українською мовою.

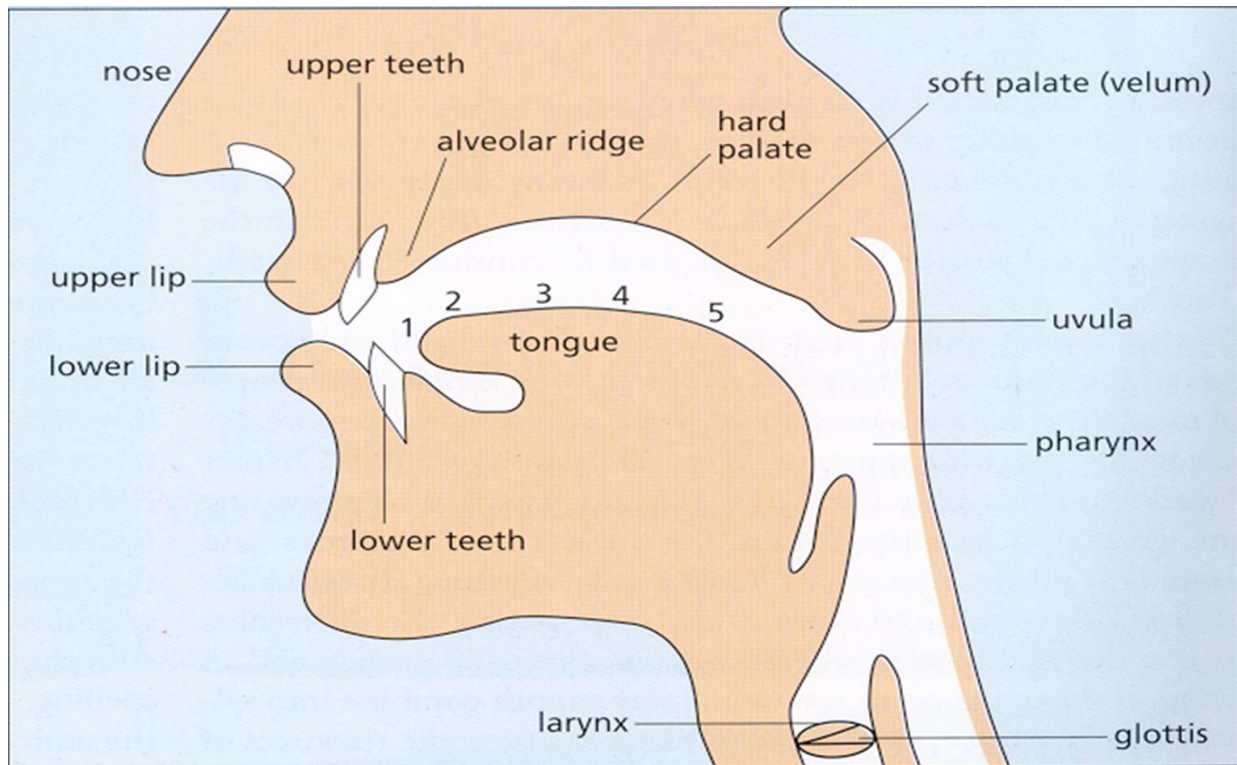
Для відпрацювання змісту посібника достатньо 14 годин на тиждень для студентів, що відповідають вхідним вимогам (рівень B1+). У разі невідповідності студентів вхідним умовам, викладач коригує обсяг матеріалу в залежності від конкретної ситуації.

UNIT 1

PHONETICS: Organs of Speech. The sounds: [t], [d], [n], [k], [g], [s], [z], [θ], [ð], [p], [b], [m], [ɪ], [e], [l], [f], [v], [j], [ə]. Palatalization. Glottal Stop. Lateral Plosion. Word-Stress. Reduction. Assimilation. Intonation and its Components. Low-Fall. Low-Rise. Intonation of Statements and General Questions.

PHONETICS

ORGANS OF SPEECH



The speaking apparatus of a human consists of the following parts:

- a) the diaphragm
- b) the lungs
- c) the bronchi
- d) the windpipe
- e) the larynx
- f) the vocal cords (chords)
- g) the glottis
- h) the pharynx
- i) the mouth cavity
- j) the nasal cavity
- k) the roof of the mouth cavity:
 - the alveoli
 - the hard palate
 - the soft palate
 - the uvula
- l) the tongue:

1. the tip of the tongue
 2. the blade of the tongue
 3. the front of the tongue
 4. the back of the tongue
 5. the root of the tongue
- m) the upper and lower teeth
n) the upper and lower lips
o) the lower jaw

When we exhale, the stream of air goes from the lungs through the bronchi to the windpipe. The upper part of the windpipe is called the larynx. In the larynx there are two elastic folds which are called the vocal cords (chords). They can be brought together or kept apart. The opening between them is called the glottis. The vocal cords are usually brought together and vibrate while pronouncing vowels and voiced consonants. They are kept apart and do not vibrate while pronouncing voiceless consonants. Above the larynx there is a cavity which is called the pharynx. From the pharynx the air goes either to the mouth cavity or to the nasal cavity.

There are the following organs of speech in the mouth cavity: the tongue (the tip and the blade, the front, the back, and the root of the tongue), the roof of the mouth cavity (the alveoli, the hard palate, the soft palate, the uvula), the lips (the upper lip and the lower lip), the teeth (the upper teeth and the lower teeth). The soft palate ends in the uvula. When they are raised the uvula touches the back wall of the pharynx and the air escapes through the mouth cavity as the air passage through the nasal cavity is blocked. When the soft palate and the uvula are lowered the air escapes through the nasal cavity as the uvula touches the back of the tongue and the air passage through the mouth cavity is blocked.

The quality of a sound depends on the organs of speech which take part in its articulation. There are active and passive organs of speech. Those of them which can move (the pharynx, the vocal cords, the soft palate with the uvula, the tongue, the lips, the lower jaw) are active. They can occupy different positions to the passive organs of speech (the teeth, the alveoli, the hard palate).

[t], [d] – the front part of the tongue is raised, the tip of the tongue touches the alveoli forming a complete obstruction. The stream of air breaks this obstruction with a kind of plosion. The sound [t] is pronounced with aspiration which is lost after the sound [s].

[n] – the front part of the tongue is raised, the tip of the tongue touches the alveoli forming a complete obstruction. The soft palate is lowered and the air escapes through the nasal cavity.

[k], [g] – the back part of the tongue is raised to the soft palate forming a complete obstruction. The air breaks this obstruction with a kind of plosion. The sound [k] is pronounced with aspiration which is lost after the sound [s].

[s], [z] – the front part of the tongue is raised, the tip of the tongue is close to the alveoli but doesn't touch them. The air escapes through the narrowing between the alveoli and the tip of the tongue.

[θ], [ð] – the tongue is flat, the tip of the tongue is between the teeth. The air escapes through the narrowing between the upper teeth and the tongue.

[p], [b] – the lips are pressed together forming a complete obstruction. The air breaks this obstruction with a kind of plosion. The sound [p] is pronounced with aspiration which is usually lost after the sound [s].

[m] – the lips are pressed together forming a complete obstruction for the air. The soft palate is lowered and the air escapes through the nasal cavity.

[ɪ] – the front part of the tongue is raised rather high to the hard palate, the tip of the tongue is near the lower teeth, the lips are slightly spread.

[e] – the central part of the tongue is raised to the hard palate, the tip of the tongue is at the lower teeth, the lips are slightly spread.

[l] – the tip of the tongue is pressed to the alveoli, the stream of air escapes through the passages alongside the sides of the tongue; the sound is palatalized in the position before the vowels and the consonant [j].

[f], [v] – the lower lip touches the upper teeth, the air escapes through the opening between the lower lip and the upper teeth.

[j] – the central part of the tongue is raised to the hard palate, the tip of the tongue is lowered.

[ə] – the unstressed neutral vowel sound with indistinct articulation, has two allophones: the one close to [e] and the other one close to [ʌ]; the tongue is flat, it is in the centre of the mouth cavity, the lips are neutral. Any English letter which gives a vowel can be pronounced as the sound [ə] in an unstressed position:

e.g. 'cinema – ['sɪnɪmə]
pə'tato – [pə'teɪtʊ]
'conduct – ['kɒndʌkt]

Palatalization is a softer pronunciation of English consonants followed by the front vowels [i:], [e], [ɪ] or the sound [j] due to the elevation of the central part of the tongue to the hard palate.

Glottal stop is a clicking sound produced by the vocal chords as a result of closing the space between them before they start vibrating.

Lateral plosion is the pronunciation of the sound [l] with a kind of plosion when it follows the plosive sounds [t, d, p, b, k, g]; no vowel should be pronounced in the sound combinations [tl, dl, pl, bl, gl, kl].

Word-stress is a prominence given to a syllable or syllables in a word by the intensity of pronunciation and the pitch of the voice.

Reduction is a change in the quantity and quality of vowel sounds in an unstressed position which leads to the shortening of vowels, their transformation into the neutral sound [ə] or disappearance.

Assimilation is a phonetic process of consonants interaction in which one sound becomes similar (fully or partly) to the other one.

Intonation is a unity of speech melody, sentence-stress, tempo of speech and voice timbre (timbre) which helps to express some definite thoughts.

Speech melody is the change in the pitch of the voice.

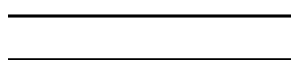
Sentence-stress is a prominence given to a word or words in a sentence or intonation group. As a rule, syntactically important words are always stressed and form-words are not stressed.

Tempo of speech is the speed of utterance. Stressed words are pronounced longer and unstressed words are pronounced faster.

Voice tambre is a special colouring of the voice.

Every sentence may consist of one or a few intonation groups.

Intonation group (sense-group) is a word or a group of words characterized by a certain intonation pattern and is relatively complete in its meaning. The end of every separate intonation group in intoning is marked by one vertical line |, the end of the sentence is marked by two vertical lines ||. Intoning is a graphical representation of the change in the pitch of the voice within a separate intonation group on staves:

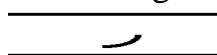


All stressed syllables of notional words are marked with horizontal lines (–) and all unstressed syllables are marked with dots (.). The last stressed syllable of every intonation group takes the nuclear tone.

Low-Fall begins with the medium pitch of the voice and gradually goes down to the low pitch. It is typical of emotionally neutral statements, imperatives, exclamations and special questions:



Low-Rise begins with the lowest pitch of the voice and rises gradually to the medium pitch. It is typical of non-categoric statements, requests, general questions and some parts of the sentences which make separate intonation groups and are closely connected semantically with the following ones:



Statements (emotionally neutral) are pronounced with the **Low-Falling** nuclear tone:

e.g. [mɪsɪz 'nɪlsən ɪz ə \dentɪst||]

General questions are pronounced with the **Low-Rising** nuclear tone:

e.g. [ɪz mɪsɪz 'nɪlsən ə /dentɪst||]

PHONETIC EXERCISES

Exercise 1. Read the words, pay attention to the articulation of the vowel sound [ɪ] and the consonants.

[ɪt]	[dɪd]	[kɪt]	[tɪn]	['tɪkɪt]	['mɪnɪt]	['bɪzɪ]
[ɪn]	[dɪg]	[sɪt]	[tɪp]	['pɪtɪ]	['gɪdɪ]	['bɪzɪnɪs]
[ɪz]	[dɪn]	[nɪt]	[tɪk]	['sɪtɪ]	['kɪtɪ]	['gɪmɪk]

Exercise 2. Read the words with the letter *Ii* in the close syllable, pay attention to the articulation of the vowel sound [ɪ].

Ii – [ɪ]: mill, pill, 'simple, mint, 'little, pin, spin, pig, fit, 'fiddle, big, be'gin, spill, fill, 'fifty, tinned, 'pickled, fist, kid, knit, lips, miss, 'misses, glimpse, thick, thin.

[□]: busy, women, village, guilty, hymn, rhythm.

Exercise 3. Find the rhyme to the following words.

Model: pig – big

1. pig , hid, chick, miss, sit, pin, city, will, fill, middle, lift, live, till, did, silver, finish, drink, busy, risen, itch, hill, inch, mill, fin, him, thick, thing, brick, milk, ticket	2. still, pity, lid, dim, written, thicket, tin, give, sin, fizzy, pick, kill, kid, pitch, sick, think, gift, kit, grill, silk, kiss, big , riddle, bill, liver, diminish, ill, king, pinch, trick
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Exercise 4. Read the words. Make up word-combinations using the words.

Model: a little kitten

Minutes, filthy, **kitten**, still, milk, in the city, pig, skin, sister, city, six, thrilling, thin, spill, difficult, pill, silk, scissors, big, thick, **little**, drink, live, visit, give him, silver, busy, bitter, riddle, thing, ink, women, film, sit.

Exercise 5. Read the words, pay attention to the articulation of the vowel sound [e] and the consonants.

[ten]	['tenɪs]	['benɪ]	[bedz]	['debɪ]	[net]	[eg]	[men]
[den]	['dentɪst]	['denɪm]	[pets]	[set]	[bet]	[tent]	['mesɪ]
[pen]	['menɪ]	['semɪ]	[gets]	[step]	[stem]	['pegɪ]	[bend]

Exercise 6. Read the words with the letter *Ee* in the close syllable, pay attention to the articulation of the vowel sound [e].

Ee – [e]: pen, step, egg, net, 'letter, 'settled, 'kettle, met, legs, 'pencil, 'lemon, 'centre, 'melon, smell, kept, 'tennis, 'tendency, fence, de'fense, 'kennel, 'plenty.

ea – [e]: bread, head, breakfast, breast, health, spread, wealth, dead, breath, weather, leather, dread, heavy, deaf, death, feather, heaven, jealous, lead, meadow, meant, sweat, measure, realm, weapon, zealous, pleasure.

[e]: friend, many, any, ate, says, said, bury, leisure, guess, guest.

Exercise 7. Find the rhyme to the following words.

Model: ten – pen

1. ten , get, met, west, fence, spend, leg, nest, guest, guess, peck, bench, fell, health, well, let, set, said, dress, meant, head, weather, heavy, measure, weapon, jealous, dead, deaf, check, breath, many	2. bell, wealth, debt, feather, zealous, wreck, shell, penny, pet, met, shelf, quench, neck, bed, next, friend, pence, press, death, rest, pen , heaven, ate, quest, beg, mess, red, pleasure, every, spent, led
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Exercise 8. Read the words. Make up word-combinations using the words.

Model: a heavy bench

Ten, empty, **heavy**, red, deadly, bury, spend, leather, deaf, Ted, Ben's, let them, terrible, West, a peck of, plenty of, fresh, healthy, very, best, rest, dead, get, slender, End, bebt, quess, weather, breakfast, pepper, weapon, the dead, **bench**, centre, end, bread, rest, well, stressed, stem, egg, pence, friend, fence, leisure, , belt, says, men.

Exercise 9. Read the words, pay attention to the articulation of the alveolar and interdental consonants.

[s] – [θ]	[m□s]	–	[s□n] – [θm]	[dens] – [depθ]	['t□k□t]	–
[z] – [ð]	[m□θ]		[ten] – [ðen]	[d□m] – [ðem]	['θ□k□t]	
	[z□p] – [ð□s]				[penz] – [tenθ]	

Exercise 10. Read the words, do not devoice the final voiced consonants.

[bet] – [bed]	[pɪk] – [pɪg]	[sɪt] – [sɪd]	[kɪt] – [kɪd]	[pek] – [eg]
[det] – [ded]	[dɪk] – [dɪg]	[bɪt] – [bɪd]	[nɪp] – [nɪb]	[k□k] – [b□g]

Exercise 11. Read the words, pay attention to the loss of aspiration in the sounds [t], [p], [k] after [s].

[ten] – [stem]	[kɪd] – [skɪp]	[ted] – ['sted□]
[tɪk] – [stɪk]	[pɪn] – [spɪn]	[t□n] –
[kɪn] – [skɪn]	[pɪt] – [spɪt]	['st□k□]

Exercise 12. Read the words, pay attention to the articulation of the sound [l] and its palatalization before front vowels.

[l□p] – [sl□p]	[let] – [lent]	[l□t] – [t□l]	[les] – [sel]	['s□l□]	–
['l□l□]	– [led] – [lest]	[let] – [tel]	[lend] – [delt]	[s□lk]	
['l□m□t]	[leg] – [lets]	[l□k] – [k□l]	[l□ps] – [sp□l]	['b□l□]	–
['l□b□]	–			[b□l]	
[l□nt]				['bel□] – [bel]	

Exercise 13. Read the words, pronounce the sound [l] with lateral plosion in the sound combinations [tl, dl, pl, bl, gl, kl].

['l□tl]	['ketl]	['petl]	['g□gl]	['d□mpl]	['p□kld]	['s□mbl]
['m□dl]	['setld]	['peblz]	['s□mpl]	['sensəbl]	['medl]	['petlz]

Exercise 14. Read the words, pay attention to the articulation of the consonants [f], [v].

[fil]	[fel]	['f□ft□]	[fens]	[fleks]	[vent]	['v□z□t]	['v□v□d]
[film]	[felt]	['f□dl]	[fend]	['fleks□b]	[vest]	['v□zəbl]	['v□v□dl]
[f□kst]		[f□'del□t	['fend□ l]		[□n'vest	[□n'v□zəb □]	
]]	[def □]]	['festɪv]]	l]		['velv□t]
]						

Exercise 15. Read the words, pay attention to the articulation of the consonant [j].

[es] – [jes] [et] – [jet] [jep] [jelp]
 [el] – [jel] ['jestəd] [jen] ['jet]

Exercise 16. Read the words, pay attention to the reduction of the vowel sounds.

[ə 'letə] [tə'geðə] [ən 'end] [ən 'el fənt] [ðə 'm n stə]
 [ə 'feðə] [kə'nekt] [ən 'eg] [tə fə'b d] [ðə 'pepə]
 [ə 'sentəns] [sə'spekt] [ən 'ed tə] [tə fə'get] [ðə 'tendəns]

Exercise 17. Read the words in both boxes. Make pairs.

Model: bit – bet

it, bit , bin, pig, six, did, will, bill, lid, sill, win, chick, miss, big, bit, tin, middle, hid, pin, fill, sit, rid, pick, bitter, hill, pit, mini, lift, tint, till	Better, check, peck, when, ate, tell, Ben, red, tent, medal, well, peg, sell, pen, set, left, hell, sex, head, bet , many, fell, ten, led, dead, bet, pet, beg, bell, mess
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Exercise 18. Transcribe and read the words with the vowel sounds [ɪ] and [e] in close syllables.

'Fiddle, step, kid, 'melon, egg, nest, 'fifty, 'letter, 'simple, tinned, 'settled, legs, 'pencil, mint, thick, 'centre, yet, smell, spin, kept, 'tennis, 'misses, fence, 'little, thin, spill, 'plenty, to'gether.

Exercise 19. Read the words. Make up word-combinations using the words.

Model: fresh milk

Red, tennis, terrible, silk, expensive, excellent, fill, next, difficult, deaf, big, help, slender, jealous, filthy, silver, clever, winter, medal, king, skin, kettle, gifts, dress, test, kid, head, , figure, women, temper, memory, weather, lesson.

Exercise 20. Practise reading the tongue-twister, learn it by heart.

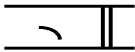

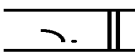
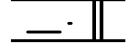
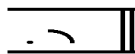
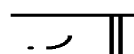
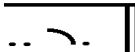
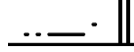
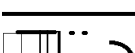
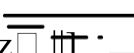
Peter Piper picked a peck of pickled pepper,
 A peck of pickled pepper Peter Piper picked;
 If Peter Piper picked a peck of pickled pepper,
 Where is the peck of pickled pepper Peter Piper picked?

Exercise 21. Read the sentences, pay attention to the articulation of the vowels and consonants.

1. As fit as a fiddle.
2. It's a pity that little Kitty lives in a big city.
3. Vinegar, veal and venison are very good vitals, I vow.
4. Yesterday Nelly took her little pet to the vet.
5. Get ten eggs ready for breakfast.

6. “Good”, “better”, “best” never rest
Till “good” is “better”, and “better” is “best”.

Exercise 22. Read the sentences with the Low-Falling and Low-Rising nuclear tones.

[ben]]		[ben]]	
[ben]]		[ben]]	
[tə nk]]		[tə nk]]	
[ət ðə nesn]]		[ət ðə nesn]]	
[betz z b z]]		[z betz b z]]	

Exercise 23. Read the sentences with the Low-Falling nuclear tone.

[ðs z tm]] 'tm z ten]]
 [ðs z beθ]] 'beθ z 'ft sks]]
 [ðs z ə dentst]] ðə 'dentst z b z]]
 [ðs z ə vet]] ðə 'vet z 'skst sevn]]
 [ðs z ən el fənt]] t 'znt ltl]] ts ə 'bg el fənt]]
 [ðs z ə 'dfkl t sentəns]] ts ət ð 'end əv ðə letə]]
 [ms 'nelsən 'lvz n ðə vlə]] t z ðə 'best n ðə st]]

Exercise 24. Read the phrases with the Low-Falling tone, pay attention to the assimilation of the consonants.

[n ðə tekst]] [ət ðə desk]] [n ðə 'bg st]] [n ðə 'dfkl t
 [ət ðə nesn]] [n ðə m dl]] \sentəns]]
 [ət ðə fens]] [tə ðə 'ltl k d]] [tə ðə 'sevnθ tekst]]
 [n ðə tent]] [n ðə 'velv t vest]] [tə ðə 'tenθ medl]]
]]

Exercise 25. Read the words and phrases with the Low-Rising tone, pay attention to the assimilation of the consonants.

[men]] ['bet ð nesn]] [n ðə 'm dl əv ðə ðe [n 'kt z tk t
]] ['bl smθ]]]]
 [kt]] [n ə m n t]] [ət ðə 'skst ð nesn]] [m stə 'ted ðlestə]]
 [l l]] [n ðə 's mpl ð sentəns]] [n ðə 'pek əv pepə]]

||]

||]

||]

Exercise 26. Read the general questions and statements with proper intonation.

['z 'bet /bz || 'bet z \bz ||]

['z 'l l /sevn || 'l l z

['z 'ted /gd || 'ted z \gd ||]

\sevn ||]

['z 'lesl /sks || 'lesl z \sks ||]

['z 'ted /ten || 'ted z \ten

||]

['z 'm n /levn || 'm n z

\levn ||]

['z m stə 'd knz 'sevnt /sks || m stə 'd knz z 'sevnt \sevn ||]

['z m s z 'neln 's kst /sevn || m s z 'neln z 's kst \sks ||]

['z m s 'm n ət ðə /f fθ lesn || m s 'm n z ət ðə \s ksθ lesn ||]

Exercise 27. Read the sentences with proper intonation.

1. ['z ð s ə /desk || \jes | t \z || 'z ð s ə /b g desk || 'jes t \z || 'ð s z ə \b g desk ||]

2. ['z 'bet z 'test ðə /best || 'jes t \z || ts ðə \best || 'z ð s 'test /d f klt || \jes | t \z || ð s 'test z \d f klt ||]

3. ['znt 'nel ət ðə /lesn || \jes | 'nel z ət ðə \lesn || 'z 'nel ət ðə /s ksθ lesn || 'nel 'znt ət ðə \s ksθ lesn || 'nel z ət ðə \f fθ lesn ||]

Exercise 28. Make up sentences according to the given models using the suggested words. Transcribe and intone them.*Model 1: This is a letter.**Model 2: Is this a letter?*

A kitten, a pencil, a desk, a fiddle, a velvet vest, a ticket, an end, a leg, an elephant, a text, a nest, a kettle, a pill, a city, a pet.

A big tent, a difficult sentence, a little lizard, a simple text, a clever kid.

Exercise 29. A. Read the text.

Bill is Ted's best friend. Bill is ten and Ted is eleven. The friends live in Trenton. They are interested in tennis. Ted gets on well with Bill's sister Kitty. Kitty is seven. She is a clever kid. When the weather is excellent, the children spend leisure together swimming in the river.

It's Wednesday, September 2. Bill and Ted are busy with the lessons. When the lessons end, they will get plenty of rest at the cinema.

B. Read and answer the questions.

1. Is Bill Ted's best friend?
2. Is Bill ten?
3. Is Ted eleven?
4. Are the friends from Trenton?
5. Are they interested in tennis?
6. Is Kitty Bill's little sister?
7. Is Kitty seven?
8. Is Kitty a clever kid?
9. Is it Wednesday?
10. Is Bill busy?
11. Is Ted busy?
12. Will they get plenty of rest at the cinema?

UNIT 2

PHONETICS: The sounds: [æ], [i:], [ɑ:], [ɜ:], [ɒ], [ɜv], [v], [u:], [h], [ɔ:]. Nasal Plosion. Loss of Plosion. Direct Address at the Beginning of the Sentence. Fall-Rise. Intonation of Imperative Sentences. Intonation of Disjunctive Questions.

GRAMMAR: Imperative Sentences. Impersonal Sentences. The Plural of Nouns. Demonstrative Pronouns.

PHONETICS

[æ] – the tongue is low in the mouth cavity, the tip of the tongue is at the lower teeth, the lower jaw moves down energetically while pronouncing the sound.

[i:] – the front part of the tongue is raised high to the hard palate, the tip of the tongue is at the lower teeth, the lips are spread. During the articulation of this vowel sound the tongue moves forward and upward.

[ɑ:] – the tongue is low in the mouth cavity, the back part of the tongue is slightly raised to the soft palate, the tip of the tongue is retracted from the lower teeth. The lips are neutral, the mouth is open wide.

[ɜ:] – the tip of the tongue is at the lower teeth, the central part of the tongue is raised to the hard palate, the lips are neutral.

[ɒ] – the tip of the tongue is retracted from the lower teeth, the back part of the tongue is raised to the soft palate, the lips are rounded.

[ɜv] – is a diphthong, consisting of two vowel elements: the nucleus and the glide. For the nucleus the tip of the tongue is at the lower teeth, the central part of the tongue is raised (as well as for the sound [ɜ:]). For the glide the tongue moves upward and backward.

[v] – the tip of the tongue is retracted from the lower teeth, the back part of the tongue is raised high to the soft palate, the lips are slightly rounded.

[u:] – the tip of the tongue is retracted from the lower teeth, the back part of the tongue is raised high to the soft palate, the lips are slightly rounded. During the articulation of this vowel sound the tongue moves backward and upward.

[h] – the pharynx is contracted, making an incomplete obstruction, the air goes out through the opening formed by the walls of the pharynx.


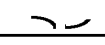
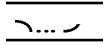
[ɔ:] – the back part of the tongue is raised to the soft palate, the tip of the tongue is retracted from the lower teeth, the lips are rounded.

Nasal Plosion is the pronunciation of the nasal sounds [m] and [n] with a kind of plosion after the plosive sounds [t, d, p, b, k, g]; no vowel should be pronounced in the sound combinations formed:

e.g. 'mitten – ['mɪtn], 'garden – ['gɑ:dn]

Loss of Plosion occurs when two plosive consonants follow one another. In this case, one of them (as a rule, the first one) loses its plosion:

e.g. ['get tə ðə \sɪtɪ ||]

Fall-Rise as a nuclear tone can spread over one syllable , two adjoining syllables  or have some unstressed syllables in between . It begins with the medium pitch of the voice, gradually goes down and rises again but not very high.

Direct address at the beginning of the sentence is stressed and forms a separate intonation group.

When it is pronounced with the **Low-Falling** tone it sounds rather official:

e.g. [\neɪ | 'gʒv tə jɔ: \si:t ||]

When it is pronounced with the **Low-Rising** tone it sounds not so official and is more typical of a friendly talk, especially when the following intonation group is pronounced with the Low-Rising nuclear tone as well:

e.g. [/neɪ | 'gʒv tə jɔ: /si:t ||]

Direct address at the beginning of the sentence can be pronounced with the **Falling-Rising** nuclear tone, making it sound very lively:

e.g. [\ne /ɪ | 'gʒv tə jɔ: \si:t ||]

[\emɪ /ɪ | 'zʊpən ðə \dɔ: ||]

[~pi:t | 'gɪv mɪ ðə /bʊk ||]

Imperative sentences pronounced with the **Low-Falling** nuclear tone express order:

e.g. ['klɜ:vz ðə \bʊk ||]

Imperatives with the **Low-Rising** nuclear tone express polite request:

e.g. ['klɜ:vz ðə /bʊk ||]

Disjunctive Questions are divided into two intonation groups. The first one is a statement and is pronounced with the **Low-Falling** nuclear tone, the second one is pronounced with the **Low-Rising** nuclear tone:

e.g. [ɪts \fɔ:gɪ | /ɪznt ɪt ||]

PHONETIC EXERCISES

Exercise 1. Read the words, pay attention to the articulation of the vowel sound [æ].

[æd] – ['ædɪd]	[bɪd] – [bed] – [bæd]	[sɪd] – [sed] – [sæd]
[æm] – ['æmətə]	[dɪd] – [ded] – [dæd]	[nɪt] – [net] – [næt]
[æn] – ['ænsəstə]	[fɪt] – [fed] – [fæt]	[sɪt] – [set] – [sæt]
[æt] – ['ætɪk]	[lɪd] – [led] – [læd]	[lɪt] – [let] – ['lætɪs]

Exercise 2. Read the words with the letter Aa in the close syllable, pay attention to the articulation of the vowel sound [æ].

Aa – [æ]: cat, bat, sat, am, lamp, gap, pan, lad, sad, mad, 'Maggie, Ann, 'battle, plan, sand, map, dad, 'angry, 'pantry, land, man, tram, spam, grab, 'shabby.

Exercise 3. Find the rhyme to the following words.

Model: mad – lad

1. cat, mad , mat, fat, pan, dad, mash, bad, black, lamp, flag, act, back, cap, cab, add, man, that, actor, carry, dam, damp, dash, battle, gallery, damage, band, sand, lag, land, mass, match, nag, nap, pack, package, pad, ram, tram, sandal, skan, scratch, tablet, language	2. ban, pat, lamb, cattle, savage, land, hand, marry, salary, rag, planet, scandal, plan, catch, tram, sad, brand, passage, cabbage, sad, patch, lad , rag, rap, lack, gas, sat, bat, rat, factor, camp, lash, mad, fan, lab, sad, cash, gap, glad, sack, fact, slack, camp, bag
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Exercise 4. Read the words. Make up word-combinations using the words.

Model: a sad lad

Fat, mad, black, bad, plastic, **lad**, satin, happy, damp, back, shabby, family, glad, tacticle, angry, mad, pants, napkin, bag, panda, cat, man, pal, **sad**, plan, parrot, daddy, rat, cap, gambler, pack.

Exercise 5. Read the words in both boxes. Make pairs.

Model: mat – met

sat, pan, mat , mass, bad, lad, and, man, gas, gather, lag, land, dad, cattle, bag, shall, pat, saddle, band, bat, pack, had, marry	together, pet, peck, bed, lend, head, kettle, pen, bet, shell, settle, bend, merry, beg, set, leg, guess, met , end, men, mess, led, dead
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Exercise 6. Read the words. Make up word-combinations using the words.

Model: a clever cat

Bad, messy, heavy, angry, sad, fresh, **clever**, happy, empty, healthy, red, shabby, black, fat, mad, friendly, pet, palace, family, planet, berry, bag, apple, dress, neck, men, lad, end, guest, health, flat, **cat**.

Exercise 7. Read the text.

This is Sam Belt. Sam is happy. He's got a big friendly family. It's a family of six. Sam's elder sister Sandy is seven. They've got a pet. It's a parrot. It is sad as it has no friend.

Exercise 8. Read the dialogues. Act them out.

1. – Is that bag heavy?
– Yes, very.
– I can carry it then.
– Thanks.
2. – The dress is black, isn't it?
– Yes, it is.
– Is it expensive?
– Yes, very.
3. – Add this fresh red apple to the salad.
– With pleasure. A salad with apples is a healthy breakfast.
4. – Ann, is Ted married?
– Yes, he is. His family is friendly and happy.
5. – The kid isn't clever, is it?
– Yes, it is. The kid is very clever and it's got an excellent memory.

Exercise 9. Read the words, pay attention to the articulation of the vowel sound [i:].

[bi:] – [bi:n] – [bi:t]	[mi:] – [mi:n] – [mi:t]	[ti:] – [ti:n] – [ti:θ]
[di:] – [di:n] – [di:p]	[ki:] – [ki:n] – [ki:p]	[ni:] – [ni:d] – [ni:t]
[li:] – [li:n] – [li:p]	[fi:] – [fi:d] – [fi:t]	[si:] – [si:n] – [si:t]

Exercise 10. Read the words, pay attention to the differences in the articulation of the vowel sounds [ɪ] and [i:].

[ɪt] – [i:t]	[bɪd] – [bi:d]	[lɪd] – [li:d]	[kɪl] – [ki:l]
[ɪz] – [i:z]	[dɪd] – [di:d]	[mɪl] – [mi:l]	[tɪn] – [ti:m]
[ɪl] – [i:l]	[fɪt] – [fi:t]	[nɪt] – ['ni:dl]	[pɪk] – [spi:k]

Exercise 11. Read the words, pay attention to the letters and digraphs pronounced as the vowel sound [i:].

ea – [i:]: eat, 'eagle, 'easy, east, least, beast, please, clean, beat, beak, seat, dean, speak, meat, leaves, 'leader, team, neat, 'neatly, mean, steam, beam, leap, sea, 'season;
ee – [i:]: feel, sleep, teeth, feet, steel, need, seem, deed, 'needle, steep, meet, beet, keen, 'keeper, peel, peak, see, seeds, meek, seethe, teen, fee, 'feeble, bee, 'beetle;
ie – [i:]: field, yield, thief, chief, a'chieve, piece, sieve, be'lieve, be'lief, niece;
ei – [i:]: ceil, 'ceiling, seize, re'ceive, con'ceive, per'ceive, de'ceive, de'ceit, re'ceipt;
e – [i:]: me, we, he, she.

Exercise 12. Find the rhyme to the following words.

Model: me – bee

1. clean, seen, three, green, least, cheap, theme, Pete, read, people, teeth, thief, beef, feel, eat, <u>me</u> , sea, season, keep, team, receive, achieve	2. glee, steam, <u>bee</u> , feat, team, niece, leaf, free, deceive, steal, reason, perceive, reap, meat, lean, relief, feeble, keen, need, screen, leap, beast
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Exercise 13. Read the words in both boxes. Make pairs.

Model: leap – lip

1. green, bead, reason, meal, feet, cheek, deep, each, eat, <u>leap</u> , ease, lead, keen, peak, teen, heat, beat, bean, neat	2. itch, kin, nit, it, <u>lip</u> , grin, mill, pick, hit, bid, bin, risen, bit, fit, tin, chick, lid, dip, is
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Exercise 14. Read the words. Make up word-combinations using the words.

Model: tinned beans

Clean, cream, lean, sick, peaceful, free, steep, green, slim, wheat, busy, big, twisted, within, need, keep, feel, speak, give, teeth, even, filthy, plead, physical, sea, guilty, treatment, easy reach, knee, people, figure, meal, feet, bee, street, leave, city, sheets, milk, meat, hills, peas, field, fit, sick, English, lips, pills, fatigue.

Exercise 15. Read the text. Ask general and disjunctive questions on the text.

This is Pete Smith. He is in my swimming team. Pete lives at #3 Fiddle Street. He is keen on singing and interested in reading. He's into fitness. His figure is slim. Pete's features are delicate. He's got green eyes, even teeth, thin lips, and a dimpled chin. Pete is a dream of a man. I feel at ease with him.

Exercise 16. Read the dialogues. Act them out.

- Are these sheets clean?
– The green sheets are clean and the cream sheets are filthy.
- Pete is ill, isn't he?
– Yes, he is on sick leave.
- Did the thief plead guilty?
– No, he says he's innocent.

Exercise 17. Read the words, pay attention to the articulation of the vowel sound [ɑ:].

[bɑ:] – [bɑ:n] – [bɑ:k]
[fɑ:] – [fɑ:m] – [fɑ:st]

[kɑ:] – [kɑ:d] – [kɑ:t]
[lɑ:k] – [lɑ:st]

[mɑ:k] – [smɑ:t]
[stɑ:] – [stɑ:t]

[ɑ:sk] – [pɑ:st] [dɑ:k] –
 [pɑ:k] – [spɑ:k] ['nɑ:st□]

Exercise 18. Read the words, pay attention to the digraphs and letter combinations pronounced as the vowel sound [ɑ:].

ar – [ɑ:]: part, smart, lark, car, tart, barn, farm, start, 'garden, 'sparkle, far, bark, 'pardon, cart, card, 'cardigan, arts, 'army, 'barber, bard, dart, dark, star, scar, scarf.

[ɑ:]:

a + ss	a + st	a + sk	a + sp	a + lf	a + lm	a + nt
class	past	mask	clasp	calf	calm	can't
pass	fast	ask	gasp	half	palm	plant
glass	cast	task	grasp		malm	chant

Exercise 19. Find the rhyme to the following words.

Model: car – bar

1. part, tart, calm, plant, glass, pardon, hard, far, car , ardent, art, artist, bark, bath, carpet, cast, fast, dance, father, half, lark	2. park, market, vast, last, glance, lather, laugh, path, smart, garment, farm, class, dark, harpist, dart, grant, bar , garden, card, star, start
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Exercise 20. Read the words and sentences, pay attention to the articulation of the vowel sound [ɜ:].

[ɜ:n] – [bɜ:st] – [bɜ:θ]	[lɜ:n] – [bɜ:n] – [tɜ:n]	['lɜ:n 'θɜ:t□ \vɜ:bz]
[fɜ:] – [fɜ:m] – [fɜ:st]	[ɜ:l] – [pɜ:l] – [kɜ:l]	[ə'n 'ɜ:l□ \bɜ:d]
[sɜ:] – [sɜ:v] – [sɜ:f]	[θɜ:d] – ['θɜ:t□] – [θɜ:st]	[□ts ðə 'θɜ:d \tɜ:n]

Exercise 21. Read the words, pay attention to the digraphs and letter combinations pronounced as the vowel sound [ɜ:].

ir – [ɜ:]: birth, first, 'dirty, shirt, third, 'thirty, 'thirsty, sir, stir, bird, firm, skirt;

er – [ɜ:]: berth, 'mercy, serve, 'Mercury, her, 'fertile, perch, 'perfect, 'perfume;

ur – [ɜ:]: burn, fur, purse, nurse, 'curly, turn, re'turn, 'further, curds, burst, 'turtle;

ea + r – [ɜ:]: Earth, earl, 'early, pearl, earn, learn, search, re'search, yearn.

Exercise 22. Find the rhyme to the following words.

Model: purse – nurse

1. heard, purse , word, birth, firm, verb, curve, fern, bird, worm, curse, skirt, dirty, early, thirsty, mirth, girl, first, curtain, fur	2. third, alert, berth, certain, sir, herd, term, nurse , verse, thirty, curl, thirst, Thursday, curly, learn, world, germ, curb, serve, worth
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Exercise 23. Read the words in both boxes. Make pairs.

Model: further – father

1. further , perk, heard, firm, curve, burn, curds, purse, bird, dirt, fur, birth, first, stir	2. hard, barn, father , pass, bath, star, bard, far, park, farm, fast, dart, cards, carve,
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Exercise 24. Read the words, pay attention to the articulation of the vowel sound [ɒ]. Do not devoice the final voiced consonants.

[dɒg] – [dɒk] [blɒg] – [blɒgz] [ɒks] – ['ɒksn] [bɒks] – ['bɒksɪz]
 [gɒd] – [gɒt] [lɒg] – [lɒgz] [flɒk] – [flɒks] [fɒks] – ['fɒksɪz]
 [kɒd] – [kɒt] [fɒg] – [fɒgz] [spɒt] – [spɒts] ['ɒfɪs] – ['ɒfɪsɪz]

Exercise 25. Read the words with the letter *Oo* in the close syllable, pay attention to the articulation of the vowel sound [ɒ].

o – [ɒ]: block, on, got, box, spot, clock, nod, not, 'bottle, stock, 'foggy, blog, stop, mop, 'oxen, 'often, pot, 'goddess, plot, mock, cock, fond, 'complex.

Exercise 26. Read the words and sentences, pay attention to the articulation of the diphthong [ɔv].

[nɔv] – [nɔvn] – [nɔvt] [lɔv] – [slɔv] – [spɔvk] [gɔn] – [gɔvl]
 [bɔv] – [bɔvn] – [bɔvt] [ɔv] – ['ɔvnɪ] – [stɔvn] [ɒf] – ['ɔvə]
 [sɔv] – [sɔvn] – [sɔvk] [gɔv] – [kɔvk] – ['kɔvkɔv] [ɒd] – [ɔvt]

Exercise 27. Read the words with the letter *Oo* in the open syllable, pay attention to the articulation of the diphthong [ɔv].

o – [ɔv]: no, pole, stole, mole, cope, slope, note, code, pose, close, smoke, tone, stone, scope, phone, vote, de'voted, poke, nose, a'long, 'lonely, bone, bode.

Exercise 28. Read the words, pay attention to the other cases when the letter *Oo* is pronounced as the diphthong [ɔv].

oa – [ɔv]: boat, goat, coat, load, moan, loan, boast, loaf, coal, oak, cloak, soap;

ow – [ɔv]: low, slow, mow, snow, grow, bow, 'pillow, know, 'borrow, 'follow;

o+ll – [ɔvl]: roll, stroll, boll, knoll, poll, 'roller, toll, 'wholly;

o+ld – [ɔvld]: cold, bold, sold, mold, fold, scold, told, 'folder, gold, hold, old;

o+lt – [ɔvlt]: bolt, holt, jolt, volt, 'voltage, colt, dolt;

o+lk – [ɔvk]: folk, 'folksy, yolk.

Exercise 29. Read the words, pay attention to the differences in the articulation of the vowel sounds [e], [ɜ:] and [ɔv].

[bet] – [bɜ:θ] – [bɔvθ] [net] – [nɜ:s] – [nɔvz] [let] – [lɜ:n] – ['lɔvnɪ]
 [fed] – [fɜ:st] – ['fɔvtɔv] [best] – [bɜ:st] – [bɔvst] ['tedɪ] – [tɜ:n] – [tɔvst]
 [set] – ['θɜ:stɪ] – [zɔvn] [pet] – [pɜ:t] – ['pɔvnɪ]

Exercise 30. Read the dialogues. Act them out.

1. – Molly, is it a stone?
- No, it's a bone.
- The bone is broken, isn't it?

- Yes, it's a broken animal bone.
- 2. - Tom's coat with zipped pockets isn't old, is it?
 - No, it is not. But Tom isn't fond of his coat as it is too long.
- 3. - Polly, open the window.
 - Oh, no. It's cold.
- 4. - Don't smoke with the window closed.
 - Stop bothering me when I'm busy with my homework.
- 5. - Do they know the boat is so slow?
 - No, we don't want to bother them with this problem at the moment.

Exercise 31. Read the words and sentences, pay attention to the articulation of the vowel sound [ʊ].

[gʊd] [kʊk] [bʊl] [kʊd] [pʊt] [fʊt] ['lʊk ət ðə \bʊk ||]
 [tʊk] [pʊl] [nʊk] [lʊk] [fʊl] [bʊk] [ðə 'kʊk 'tʊk ə' lʊk ət ðə \bʊk ||]

Exercise 32. Read the words, pay attention to the letters, digraphs and letter combinations pronounced as the vowel sound [ʊ].

ook – [ʊk]: cook, 'cooking, 'cooking, look, book, took;

u – [ʊ]: full, pull, 'bullet, 'bulletin, ful'fill, put;

Exceptions – [ʊ]: foot, 'football, could, would, good.

Exercise 33. Read the words, pay attention to the articulation of the vowel sound [u:].

[bu:t] [spu:n] [mu:n] [gu:s] [ju:] [mju:t] ['pju:pl]
 [mu:d] [lu:p] [fu:l] [blu:m] [fju:] ['mju:zɪk] ['stju:dənt]
 [fu:d] [su:n] [bu:m] [su:p] [nju:] ['mju:zɪkl] ['bju:tɪfl]

Exercise 34. Read the words, pay attention to the letters, digraphs and letter combinations pronounced as the vowel sound [u:].

o – [u:]: do, who, whom, move, prove;

oo – [u:]: boot, food, cool, school, tool, mood, moon, 'gloomy, spoon, tooth;

ou – [u:]: soup, group, 'rouble, 'cougar;

ew – [ju:]: dew, few, new, knew, stew;

u – [ju:]: 'pupil, 'student, cute, mute, 'stupid, 'duty, cube;

ew, u – [u:] after [r], [l], [dʒ], [t]: flew, chew, shrewd, threw, Luke, flute, rule, June, Ju'ly, 'Jupiter.

Exercise 35. Read the words and sentences, pay attention to the differences in the articulation of the vowel sounds [ʊ] and [u:].

[kʊd] – [ku:l] [hʊk] – [flu:t] [kʊk] – [sku:l] [bʊk] – [bu:m] [ɔ: ju: || ju: \ɑ: || ju: \ɑ: \nɒt ||]
 [fʊl] – [fu:l] [pʊt] – [fu:d] [pʊl] – [pu:l] ['kʊkɪ] – [kju:t] [ɑ: ju: ə /stju:dənt || ju: \ɑ: nt ||]

Exercise 36. Read the dialogues. Act them out.

1. – The book is good, isn't it?
– Oh, no. It's a foolish book.
2. – Look at this blue wool.
– It looks beautiful.
3. – Lucy, are you good at cooking?
– To tell the truth, I'm not a good cook.
4. – Let's choose a wooden spoon.
– Oh, no. It's not useful. Nobody uses wooden spoons to eat soup.
5. – Don't look at my food, you stupid fool.
– Don't be so rude. Cool off.

Exercise 37. Read the words, pay attention to the articulation of the consonant [h].

[i:] – [hi:]	[i:t] – [hi:t]	[ɑ:t] – [hɑ:t]	[ʒʊn] – [hʒʊm]
[ɪz] – [hɪz]	[ɪl] – [hɪl]	[ɑ:m] – [hɑ:m]	[hɒp] – [hɒp]
[ɪt] – [hit]	[el] – [hel]	[ʒʊld] – [hʒʊld]	[hə'ɪzʊ] – [hʒʊ'tel]

Exercise 38. Read the words, pay attention to the articulation of the vowel sound [ɔ:].

[ɔ:] – [ɔ:l]	[fɔ:] – [fɔ:m] – [fɔ:t]	[sɔ:] – [sɔ:d] – [sɔ:t]
[ɔ:t] – [ɔ:təm]	[bɔ:] – [bɔ:d] – [bɔ:t]	[pɔ:] – [pɔ:l] – [pɔ:t]
[ɔ:d] – [ɔ:də]	[kɔ:] – [kɔ:d] – [kɔ:t]	[tɔ:] – [tɔ:l] – [tɔ:k]
[ɔ:gən] – [ɔ:gəst]	[nɔ:] – [nɔ:m] – [nɔ:t]	[dɔ:] – [dɔ:n] – [dɔ:tə]

Exercise 39. Read the words, pay attention to the digraphs and letter combinations pronounced as the vowel sound [ɔ:].

or – [ɔ:]: pork, sort, port, sport, re'port, 'story, 'forty, horse, short, storm, horn;
ore – [ɔ:]: more, store, fore, pore, sore, gore, ex'plore, bore, core, chore, shore;
all – [ɔ:l]: all, ball, call, hall, small, tall, fall, mall, in'stall;
au – [ɔ:]: 'autumn, 'August, sauce, pause, a'pplause, 'laundry, 'saunter;
aw – [ɔ:]: paw, straw, draw, claw, law, raw, saw, shawl, crawl;
ough – [ɔ:]: caught, 'daughter, 'haughty, 'naughty, taught;
ough – [ɔ:]: bought, fought, sought, brought, thought;
wa + r – [wɔ:] war, warm, wart, 'warble, ward, warmth, warn.

Exercise 40. Read the words, pay attention to the differences in the articulation of the vowel sounds [ɔ:] and some other vowels.

[ʊfn] – [ɔ:fn] – [ʒʊvə]
[ʊn] – [hɔ:n] – [ʒʊnlɪ]
[nɒd] – [ˈnɔ:tɪ] – [nɜvt]
[spɒt] – [spɔ:t] – [spɜvk]

[bed] – [bɜ:d] – [bɔ:n]
[lest] – [lɜ:n] – [lɔ:n]
[ten] – [tɜ:n] – [tɔ:n]
[det] – [dɜ:t] – [dɔ:n]

[pɑ:k] – [pɔ:k]
[stɑ:] – [stɔ:]
[fɑ:] – [fɔ:]
[lɑ:k] – [lɔ:]

Exercise 41. Read the dialogues. Act them out.

1. – Stop talking. Paul is reading his report.
– It's so boring.
2. – Your daughter is four, isn't she?
– No, she'll be four next autumn.
3. – The story isn't short, is it?
– No, it is not. The story is long and boring.
4. – Let's go for a walk.
– Oh, no. It's too cold and I have a sore throat.
– Talk to the doctor.
5. – Are you a hotel porter?
– Yes, it's my holiday job.

Exercise 42. Read the words, pay attention to the cases with nasal plosion.

['mitn]	['kɪtn]	['bi:tn]	['sɜ:tn]	['kɜ:tn]
['i:tn]	['hɪdn]	['gɑ:dn]	['pɑ:dn]	['bɜ:dn]

Exercise 43. Read the phrases and sentences, pay attention to the loss of plosion.

['dʒʊnt_ 'gɪv mi_ ðə_ \pen]	[\ted_ dɪd_ ɪt_]	['hɒt_ \ti_]
[ə_ 'dɑ:k_ _ \kɑ:]	[ɪn_ ðə_ 'bɪg_ \gɑ:dn]	[ə_ 'gʊd_ \dɑ:nsə]

Exercise 44. Read the words.

Memory, build, debt, cavity, clerk, theme, pour, shoulder, foot, floor, dawn, swap, worm, warm, pause, palm, beetle, camera, seize, scene, quarter, threat, said, whistle, fasten, nerve, specific, answer, properly, knock, fought, taught, raw, ghost, comb, gone, bald, stroll, swan, body, guard, ceiling, laugh, war, board, listen, guess, earth, soul, coal, verb, half, receive, rhythm, squirrel, rapid, worth, pocket, water, salt, gold.

Exercise 45. Read the sentences and pay attention to the articulation of the vowels and consonants:

[æ]

1. Habit cures habit.
2. Once there lived a lad who was always very sad,
For he hadn't any mother, and he hadn't any dad.

[i:]

1. As busy as a bee.
2. A sailor went to sea to see what he could see,
But all he could see was sea, sea, sea.
3. I need not your needles, they are needless to me;
For kneading your needles are needless, you see;
But did my neat trousers but need to be knead,
I then should have need of your needles indeed.

[3:]

4. An early bird catches the first worm.

[ɒ]

5. Fox is hungry, fox is cross, fox is really at a loss.
Foxy hears and smells the cock, but he cannot break the lock.

[3v]

6. Blow, wind, blow,
Go, mill, go.
7. As you sow, you shall mow.
8. Oh, no, don't go home alone,
Nobody knows how lonely the road is.
9. Soames never boasts of what he knows,
But Rose never knows of what she boasts.

[v]

10. A cook took a good look at the cookery book.

[u:]

11. Soon learned, soon forgotten.
12. No news is good news.

[ɔ:]

13. August brings the sheaves of corn,
Then the harvest home is borne.
14. Knife falls, gentleman calls.
Fork falls, lady calls.

Exercise 46. Read the words, phrases and sentences with the Falling-Rising tone.

a) on two adjoining syllables:

[ˈbeɪtɪ]	[ˈtɒmɪ]	[ˈfɔ:ti]	[ˈbɒb dɪd]
[ˈlɪndə]	[ˈli:nə]	[ˈsevn]	[ˈju:nɜv]

b) with a number of unstressed syllables in between:

[ˈbetɪ smɪθ]	[ˈtɜvni fentn]	[ˈsɪkstɪ sevn]	[ə ˈlɪtl betə]
[ˈlɪndə tɒmsn]	[ˈhelən nɪksn]	[ˈsevntɪ sɪks]	[hiː ˈmɪsɪz mi:]

c) within one syllable:

[ˈkɒb d]	[ˈpi:t]	[ˈstɒp]	[ˈgʊd]
[ˈbɒb]	[ˈted]	[ˈtu:]	[ˈsɪks]

Exercise 47. Read the sentences, pay attention to the intonation of direct address at the beginning of the intonation group.

[\betɪ | 'lʊk ət ðə \bʊk ||]

[/megɪ | 'help jɔː /sɪstə ||]

[dɔktə \nel sn | ðə 'telɪfʊn ɪz ɒn jɔː \desk ||]

[/kɪtɪ | 'ɪz ðɪs /jɔː bʊk ||]

['pɔːl \smɪθ | 'gʊv tə ðə \bɔːd ||]

[/bɪlɪ | 'ɑː juː 'stɪl ɪn ðə /gɑːdn ||]

[~bɪl | 'ɑː juː /bɪzɪ ət ten ||]

[~nel | \tɔːk tuː hɪm ||]

[~tɒm | hiː ɪz 'nɒt ɪn ðə \sɪtɪ ||]

Exercise 48. Read the sentences, make the direct address at the beginning of the intonation group sound a) official, b) friendly, c) very lively.

1. *Billy Collins*, they come on a visit on Friday.
2. *Vicky*, it's very late to go for a walk.
3. *Ben*, your story is really interesting.
4. *Nick*, is it cold outside?
5. *Emily*, the film is over, isn't it?
6. *Nelly*, show me those pictures.

Exercise 49. Read the imperative sentences, pay attention to the intonation of order and polite request.

['lʊk ət 'ðiːz \sentənsɪz ||]

['kliːn ðə \bɔːd ||]

['gʊv tə ðə /pɑːk ||]

['kɔːl miː ət /ten ||]

['dʒʌnt 'zʊpən ðə /bʊk ||]

['help hɜː tə \duː ɪt ||]

['pʊt 'ɒn jɔː /kɜːt ||]

['lɜːn ðə \vɜːbz ||]

['pɑːs ðə \bɔːl ||]

Exercise 50. Ask your friend to do the following, make your sentences sound as a) order:

Model: to close the door – 'Close the \door.

b) polite request:

Model: to close the door – 'Close the /door.

to air the room, to call your friend in the morning, to stay at your granny's a bit longer, to help me with physics, not to come back very late, not to be late for the lesson, to learn all the words by heart, to pronounce the words distinctly, to pass me that pencil, to look at the picture

Exercise 51. Read the sentences, pay attention to the intonation of disjunctive questions.

1. ['ðɪs ɪz ə \tent | ʔ/znt t || 'jes t \z || 'ðɪs ɪz ə \tent ||]

2. ['ðɪs ɪz ə 'lɪtl \pɪg | /ɪznt t || \jes | t \z || 'ðɪs ɪz ə 'lɪtl \pɪg ||]

3. [ðə 'sentəns ɪz \sɪmpl | ʔ/znt t || \jes | t \z || 'ðɪs 'sentəns ɪz \sɪmpl ||]

4. [ðs 'znt ə 'b g \st | /z t || 'jes t \z || 'ðs z ə 'b g \st ||]
5. [ðs 'znt \tedz pen | /z t || \jes | t \z || 'ðs z \tedz pen ||]
6. [t 'znt n ðə \m dl | /z t || 'jes t \z || ts n ðə \m dl ||]

Exercise 52. Read the disjunctive questions and statements with proper intonation.

1. [It Iz 'nɔt ən 'i:zɪ \tɑ:sk | /Iz It || 'jes It \Iz || Its ən 'i:zɪ \tɑ:sk ||]
2. ['ðɪs Iz ə 'dɪstənt \stɑ: | /Iznt It || \jes | It \Iz || 'ðɪs Iz ə 'dɪstənt \stɑ: ||]
3. [hi· 'ɪznt ə \pju:pl | / Iz hi· || 'nʒv hi· Iz \nɔt || hi· Iz ə \stju:dnt ||]
4. [Its ən 'ɒd \klɔk | /Iznt It || \nʒv | It Iz \nɔt || It Iz 'nɔt ən 'ɒd \klɔk ||]
5. [It Iz 'nɔt ə \slʒv kɑ: | /Iz It || 'nʒv Its \nɔt || Its ə \fɑ:st kɑ: ||]
6. ['ðɪs 'hɒspɪtl Iz ɪn ðə \sentə | /Iznt It || \jes | It \Iz || Its ɪn ðə \sentə ||]

Exercise 53. Read the impersonal sentences with proper intonation.

1. [It Iz \dɑ:k | /Iznt It || 'jes It \Iz || Its \dɑ:k ||]
2. [It Iz 'nɔt \glu:mɪ ɪn ðə jɑ:d | /Iz It || 'jes It \Iz || Its \glu:mɪ ||]
3. [It Iz 'nɔt \ɜ:lɪ | /Iz It || 'nʒv Its \nɔt | It Iz 'nɔt \ɜ:lɪ ||]
4. [It Iz \fɔgɪ | /Iznt It || \nʒv | Its \nɔt || It Iz 'nɔt \fɔgɪ ||]
5. [It Iz 'nɔt \kʒvld ðn ðə hɪl | /Iz It || \jes | It \Iz || It Iz \kʒvld ||]
6. [Its 'i:zɪ tə \lɜ:n It | /Iznt It || \nʒv | It Iz \nɔt || It Iz \dɪfɪkəlt ||]

Exercise 54.

A. Read the dialogue. Act it out.

- It's Luke.
- He is a musician, isn't he?
- No, he is a cook.
- Is he a good cook?
- Yes, he is a super cook. His food is always good.

B. Make up similar dialogues. Use the suggested words.

- a. Bob/ builder/ architect
- b. Elizabeth/ doctor/ nurse
- c. Felix/ barber/ locksmith
- d. Donald/ businessman/ book-keeper

Exercise 55. Read the nouns, pay attention to the pronunciation of their endings in the plural.

a) [-z] after vowels and voiced consonants except [z], [ʒ], [dʒ].

- | | | |
|------------------------|----------------------------|----------------------------|
| ['stɔ:rɪ] – ['stɔ:rɪz] | [tə'mɑ:tʒv] – [tə'mɑ:tʒvz] | ['lemən] – ['lemənz] |
| [pleɪ] – [pleɪz] | ['kæɪndə] – ['kæɪndəz] | ['teɪbl] – ['teɪblz] |
| ['kɔpɪ] – ['kɔpɪz] | [hʒv'tel] – [hʒv'telz] | ['wɔ:drʒvb] – ['wɔ:drʒvbz] |

b) [-s] after voiceless consonants except [s], [ʃ], [tʃ]:

[meɪt] – [meɪts]	[klɒk] – [klɒks]	[læmp] – [læmps]
[lɪst] – [lɪsts]	[kæmp] – [kæmps]	[nɜːvt] – [nɜːvts]
[sent] – [sents]	[pi:k] – [pi:ks]	[lɪp] – [lɪps]

c) [-ɪz] after [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]:

[fɒks] – [ˈfɒksɪz]	[keɪs] – [ˈkeɪsɪz]	[dʒʌdʒ] – [ˈdʒʌdʒɪz]
[wɪʃ] – [ˈwɪʃɪz]	[kɜːtʃ] – [ˈkɜːtʃɪz]	[ˈvɪlɪdʒ] – [ˈvɪlɪdʒɪz]
[ˈaɪləʃ] – [ˈaɪləʃɪz]	[tɔːtʃ] – [ˈtɔːtʃɪz]	[tʃeɪndʒ] – [ˈtʃeɪndʒɪz]

d) some changes of the consonants:

[ʃelf] – [ʃelvz]	[wu:lʃ] – [wu:lvz]	[bu:θ] – [bu:ðz]	[maʊθ] – [maʊðz]
[waɪf] – [waɪvz]	[laɪf] – [laɪvz]	[pɑ:θ] – [pɑ:ðz]	[bɑ:θ] – [bɑ:ðz]

Exercise 56. Read the words, pay attention to the pronunciation of the endings of the nouns in the plural, transcribe them.

pool – pools	potato – potatoes	tulip – tulips	box – boxes
leaf – leaves	photo – photos	institute – institutes	dress – dresses
bag – bags	city – cities	pet – pets	boss – bosses
lesson – lessons	letter – letters	desk – desks	bus – buses

Exercise 57. Read the sentences with the *demonstrative pronouns*, pay attention to their pronunciation in stressed and unstressed positions.

- [ˈðɒs ðə ˈdɑ:k \kɑ: | /znt t | \jes | t \z || ˈz ðɒs ˈkɑ: /b g || \nɜː | ts \smɔ:l ||]
- [ˈɑ: ði:z ˈtju:lɪps /bju:tɪfl || \jes | ˈði:z ˈtju:lɪps ɑː \bju:tɪfl || ˈɑ: ðə ˈtju:lɪps /pɜ:pl || ði:z ˈtju:lɪps ɑː ˈbrɑ:t \jelzə ||]
- [ˈðɒs ˈbʊk z /θn | ənd ˈðæt ˈbʊk z \θk || ˈdɜːnt \te k ðəm || ˈte k ðə ˈnju: ˈkʊkər bʊk frəm ðə \desk ||]
- [ˈɑ: ðɜːz ˈpenz n ðə / bæɡ || \nɜː | ðə ˈpenz ˈɑ:nt n ðə \ bæɡ || ðɜːz ˈpenz ɑːr n ðə \desk ||]

Exercise 58.

A. Read the dialogue. Act it out.

- Take this pink dress. It's very pretty.
- Yes, it is, but it's a bit tight.
- Is it? This yellow one is not tight, is it?
- No, but it's a bit loose.
- Look at that dress.
- The blue or the green one?
- The blue dress. It's your favourite colour.
- Yes, it's very pretty.

B. Make up similar dialogues. Use the suggested words.

- a. Bag (leather, suede, black, white, nice, awful)
- b. Purse (big, small, brown, red, bad, pretty)
- c. Skirt (long, short, velvet, woolen, terrible, good)

GRAMMAR

IMPERATIVE SENTENCES

Hurry! Wait! Stop!	Don't hurry!
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IMPERSONAL SENTENCES

It	is was will be	dark. November. warm in the house. easy to understand it.
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THE PLURAL OF NOUNS

The plural of a noun is usually made by adding the ending *-(e)s* to the singular of nouns:

- e.g. a day – days*
a dog – dogs
a cat – cats

The ending *-s* is pronounced as

[s] – after voiceless consonants:

- e.g. a book – books*

[z] – after vowels and voiced consonants:

- e.g. a bee – bees*
a room – rooms

[ɪz] – after the sounds [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]:

- e.g. a sentence – sentences*
a pause – pauses
a dish – dishes
a garage – garages
a watch – watches
an orange – oranges

The ending *-es* is added to the nouns ending in:

- *-s, -ch, -tch, -sh, -ss or -x:*
e.g. a bus – buses
a dress – dresses
a torch – torches

a watch – watches

a wish – wishes

a fox – foxes

- -y following a consonant; the y is changed into i:

e.g. a city – cities

a fly – flies

Note: nouns ending in -y following a vowel form their plural by adding -s:

e.g. a boy – boys

a guy – guys

- -o following a consonant:

e.g. a hero – heroes

Note: words of foreign origin or abbreviated words ending in -o add -s only:

e.g. a kimono – kimonos

a piano – pianos

Twelve nouns ending in -f or -fe drop the -f or -fe and add -ves. These nouns are *calf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wolf, wife*:

e.g. a wolf – wolves

a loaf – loaves

a wife – wives

Other words ending in -f or -fe add -s in the ordinary way:

e.g. a cliff – cliffs

a handkerchief – handkerchiefs

A few nouns form their plural by a vowel change:

e.g. a foot – feet

a goose – geese

a tooth – teeth

a louse – lice

a mouse – mice

a man – men

a woman – women

The plurals of *child* and *ox* are *children, oxen*.

Names of certain creatures do not change in the plural: *deer, sheep, swine, fish*.

Some words borrowed from Greek or Latin make their plurals according to the rules of Greek and Latin:

e.g. a crisis ['kraɪsɪs] – *crises* ['kraɪsɪ:z]

a phenomenon – phenomena

a radius – radii

a memorandum – memoranda

oasis [ɔv'eɪsɪs] – *oases* [ɔv'eɪsɪ:z]

Certain words are always plural and take a plural verb:

e.g. clothes, police, arms (weapons), *premises/ quarters, earnings, riches, goods/ wares, savings, greens* (vegetables), *spirits* (alcohol), *stairs, outskirts, surroundings, pains* (trouble/ effort), *valuables*;

garments consisting of two parts – *breeches, pants, pyjamas, trousers*;

tools and instruments consisting of two parts – *binoculars, pliers, scissors, spectacles, glasses, scales, shears* etc.

A number of words end in *-s* but normally take a singular verb:

e.g. sciences – *ethics, mathematics, physics, politics*;

sports – *athletics, aerobics, gymnastics*;

diseases – *mumps, rickets*;

games – *billiards, darts, draughts, bowls, dominoes* etc.

e.g. *news* – *The news is good.*

In compound nouns normally the last word is made plural:

e.g. *boy-friends*

break-ins

travel agents

But where *man* and *woman* is prefixed both parts are made plural:

e.g. *men drivers*

women drivers

The first word is made plural with compounds composed of noun + preposition + noun:

e.g. *ladies-in-waiting*

sisters-in-law

Initials can be made plural:

e.g. *MPs* (Members of Parliament)

VIPs (very important persons)

OAPs (old age pensioners)

UFOs (unidentified flying objects)

DEMONSTRATIVE PRONOUNS

The Demonstrative Pronouns are *this – these, that – those*.

The general demonstrative meaning of these pronouns is “near and distant reference” in time and space.

This/ these identify something near to the speaker, they are associated with “here”.

That/ those identify something farther from the speaker; they are associated with “there”:

e.g. *this house – that town*

these students – those teachers

GRAMMAR EXERCISES

Exercise 1.

A. Complete the conversations.

Model: – *What’s the matter, Mary?*

– *I’m hungry.*

– *Have a sandwich.*

1. I'm thirsty.	a. Take some aspirin.
2. I'm hot.	b. Take a cold shower.
3. I'm cold.	c. Put on a sweater.
4. I'm tired.	d. Have some rest.
5. I'm angry.	e. Go to the cinema.
6. I'm bored.	f. Calm down.
7. I have a headache.	g. Go to the dentist.
8. I have a toothache.	h. Drink some water.

B. Act out similar dialogues.

Exercise 2. Respond to the sentences.

Model: It's very slippery outside. (to be careful/ to go there by car) – Be careful. Don't go there by car.

1. It's late. (to hurry up/ to make the music loud)
2. It's rainy outside. (to take an umbrella/ to go out)
3. It's too early. (to stay in bed/ to wake sb up)
4. It's stuffy here. (to air the room/ to close the window)
5. It's very foggy. (to stay at home/ to ride a moped)
6. It is boring to read the book. (to take another one/ to read it)
7. It's cold in the corridor. (to enter the living-room/ to open the door)
8. It's hot in the room. (to take off a sweater/ to switch on the heater)
9. It's muddy outside. (to wear rubber boots/ to play football in the yard)
10. It's time to do the homework. (to switch off the TV/ to talk with friends on the phone long)

Exercise 3. Write positive and negative imperatives with the same meaning. Use the adverbs in the box.

Model: to behave politely – Behave politely. Don't behave rudely.

1. To sing/ well
2. To eat/ slowly
3. To get up/ early
4. To walk/ fast
5. To write/ legibly
6. To wait/ patiently
7. To speak/ quietly
8. To dress/ smartly
9. To listen/ carefully
10. To read/ distinctly

<i>Slowly</i>
<i>Carelessly</i>
<i>Quickly</i>
<i>Casually</i>
<i>Loudly</i>
<i>Impatiently</i>
<i>Badly</i>
<i>Late</i>
<i>Indistinctly</i>
<i>Illegibly</i>

Exercise 4. Complete the letter filling in the gaps with the verbs in the imperative form.

*to make to wait to come to ask (2) to see to open to go
to take to forget*

Dear Suzie,

__1__ and __2__ me this weekend. I'm in the Hall of Residence. It's not expensive but it's quite comfortable there. It's easy to find it. The hostel is not far from the station. __3__ bus 12 and __4__ as far as the central square. Then __5__ any passer-by how to get to the University Hall of Residence. __6__ to take warm clothes. It's rather cold. I can be late so __7__ for me. __8__ my neighbour to give you the key. __9__ the door and __10__ yourself comfortable in the room.

See you soon, Steve.

Exercise 5. Make up a) positive and b) negative imperatives using the verbs from the table.

Model: Tell the truth. Don't tell lies.

*to go to read to come to leave to go out to drink to call to tell (3) to help
to speak to put on to call on to clean to have to look to take to skip to
invite*

- | | |
|---|---|
| 1. ____ the truth. | a. ____ lies. |
| 2. ____ me alone. | b. ____ classes. |
| 3. ____ there on time. | c. ____ cold water. |
| 4. ____ the blackboard. | d. ____ home alone. |
| 5. ____ a cup of hot tea. | e. ____ loudly. It's late. |
| 6. ____ me with English. | f. ____ her. She is away. |
| 7. ____ out of the window. | g. ____ without an umbrella. |
| 8. ____ us about your trip. | h. ____ the dress. It's too old. |
| 9. ____ the book from the library. | i. ____ him now. He is asleep. |
| 10. ____ your friend to a birthday party. | j. ____ the book. It isn't interesting. |

Exercise 6. These are library regulations. Transform them using imperatives.

Model: Appropriate behaviour is expected in all the sections of the library. – Behave properly in all the sections of the library.

- Smoking is not permitted in the library.
- Loan for students is 4 books for two weeks.
- All members of the library must be registered.
- You must not bring food or drink to the library.
- Books must not be marked or damaged in any way.
- You must not talk to one another in the reading halls.
- You must not give your reader's card to any other person.
- You must switch off the mobile phone when entering the library.
- You must inform the librarians of your address and phone number.

10. Reader's card must be shown each time you want to borrow a book.

Exercise 7. Respond as in the model:

Model: I'm hungry. – Let's go to the café.

1. Mike is ill. (to visit)
2. Mary is lonely. (to call)
3. The apple is tasty. (to eat)
4. The dog is hungry. (to feed)
5. The dinner is cold. (to warm)
6. The game is exciting. (to play)
7. The dress is beautiful. (to buy)
8. The book is interesting. (to read)
9. The lunch is ready. (to set the table)
10. We are late for the bus. (to take a taxi)
11. The dinner is ready. (to sit down to table)
12. The exercise is difficult for Mary. (to help)

Exercise 8. Write your teachers', parents', friends' requests, advice, orders, instructions, etc.

Model: Don't go home alone after classes. Wash the dishes. Don't read late at night. Don't be late for classes.

Exercise 9. Write 10 dos and don'ts for those who want to become top students.

Model: Do your homework regularly. Meet deadlines. Don't play truant from classes. Don't cheat your teacher.

Exercise 10. Respond using impersonal sentences.

Model: Let's go for a walk. (too cold) – Oh, no. It's too cold today.

1. Get up. (too early)
2. Let's have a walk. (rainy)
3. Switch off the light. (dark)
4. Take off your hat. (windy)
5. Put on a sweater. (summer)
6. Let's open the window. (cold)
7. Let's take a taxi. (not far from here)
8. I want to go there by plane. (expensive)
9. Phone Michael. He can help you. (too late)
10. Go to the next room and wait for me there. (dark)
11. Mummy, may I play with Mike? (time to go home)
12. Hurry up! We are going to be late for the concert. (5 o'clock)

Exercise 11. Disagree with the statements and explain the reason.

Model: It's late. (only 4 pm) – It is not late. It's only 4 pm.

1. It's wet outside. (dry)
2. It is cold today. (warm)
3. It's early to go home. (dark)
4. It is late spring. (early summer)
5. It's difficult to find her house. (easy)
6. It's dangerous to play with that dog. (safe)
7. It's exhausting to do the research. (interesting)
8. It's cheap to buy a new laptop. (very expensive)
9. It's easy to understand his letters. (quite difficult)
10. It is bad for your health to jog in the morning. (useful)
11. It's so exciting to go somewhere by plane. (frightening)
12. It's far away from the Hall of Residence to the university. (2 minutes' walk)

Exercise 12. Paraphrase the following using impersonal sentences.

Model: *I can't understand you well. (difficult) – It's difficult for me to understand you.*

1. I am happy to see you again. (nice)
2. She can easily translate the text. (easy)
3. You must do this task properly. (important)
4. Their place is really pleasant to live in. (lovely)
5. We can't afford to stay in this hotel. (expensive)
6. The evening is good for a long walk, I think. (pleasant)
7. I don't like to go out in such nasty weather. (unpleasant)
8. The children are afraid to walk in the thick wood. (scary)
9. We can go for a drive on such a wonderful day. (splendid)
10. I like this arm-chair. It is cozy to sit in. (comfortable)
11. My mom always laughs when she listens to my stories. (funny)
12. We can't stay indoors long because of the high temperature. (hot)

Exercise 13. Ask questions as in the models. Let your partner answer them.

Model 1: *Ask your partner if it is safe to go there at night.*

– Is it safe to go there at night?

– Yes, it's quite safe. There are 5 of us.

Ask your partner:

1. if it is cloudy today;
2. if it is a warm day today;
3. if it isn't hot in the kitchen;
4. if it is difficult to do this task;
5. if it is time to start the concert;
6. if it is pleasant to walk in the rain;
7. if it isn't comfortable to work at this desk;
8. if it isn't a good idea to make her such a present;
9. if it is possible to learn English without a teacher;

10. if it is popular with young people to wear extra-huge bags.

Model 2: Ask your partner if it is true it is (not) safe to go there.

1. It's safe to go there, isn't it? – Yes, it is./ No, it isn't.
2. It isn't safe to go there, is it? – No, it isn't./ Yes, it is.

Ask your partner:

1. if it is true it's Monday today;
2. if it is true it is splendid weather today;
3. if it is true it's time to start our lesson;
4. if it is true it isn't dark in the next room;
5. if it is true it is pleasant to swim in the sea;
6. if it is true it isn't expensive to stay at a hotel;
7. if it is true it is not difficult to repair a computer;
8. if it is true it is important to clean the house regularly;
9. if it is true it is not difficult to find the way to your house;
10. if it is true it is not necessary to have a mobile phone nowadays.

Model 3: Ask your partner when it is safe to go there.

- When is it safe to go there?
- It's safe to go there early in the morning.

Ask your partner:

1. what day it is;
2. what date it is;
3. what time it is;
4. what temperature it is;
5. when it is possible to meet;
6. why it is impossible to call on her today;
7. when it is necessary to start the concert;
8. where it is possible to buy a modern bag;
9. how far it is from the station to his/ her house;
10. why it is important to know English nowadays.

Exercise 14. Describe the current situation. Make use of impersonal sentences.

Model: It's autumn now. It's October, 1 today. It's a wet and windy day. It's unpleasant to stay outside in such weather. But it's quite nice to be at home with your family and friends. It's 12 o'clock. It's time to go to University. It's not far from my house to the University. It's better to leave earlier, because it's good to be in time for classes. It's important to follow the university rules.

Exercise 15. Translate the sentences into English.

1. Не пали тут.
2. Пізно. Час іти додому, правда?
3. Залишайся вдома, якщо холодно.
4. Чи можливо зробити це сьогодні?

5. Чому тут так душно? Відкрийте вікно.
6. Зараз 3 година. Пора йти за покупками.
7. Не йди туди одна увечері. Це небезпечно.
8. Зайди до мене. Нам необхідно зустрітися.
9. В наш час неможливо купити дешеве житло.
10. Осінь. Холодно і волого. Візьми парасольку.
11. Дуже важко зробити це завдання, чи не так?
12. В кімнаті темно. Зміни, будь-ласка, лампу.
13. Не розмовляйте голосно. Вже пізно. Лягайте спати.
14. Чому так складно писати твори іноземною мовою?
15. Зручно сидіти в цьому кріслі. Давай купимо його.
16. Що тобі цікаво робити на уроках англійської мови?
17. Нецікаво слухати це оповідання. Давай почитаємо щось інше.
18. Дуже важливо зрозуміти це правило. Допоможи мені, будь-ласка.
19. Приємно тебе бачити. Давай заїдемо до цього кафе та вип'ємо кави.
20. Сумно сидіти вдома в такий чудовий день. Давай прогуляємося по парку.
21. – Тобі страшно жити на 30-му поверсі хмарочоса? – Ні, це досить безпечно.
22. Сьогодні субота. Необхідно прибрати квартиру. Витри пил та підмети підлогу.
23. – Як далеко від залізничної станції до центру міста? – Це дуже далеко. Візьміть таксі.
24. Не пропускай заняття без поважної причини. Важливо відвідувати всі лекції та семінари.

Exercise 16. Write the given words in the plural. Read the words.

an umbrella, an elephant, a brother, a bath, an ostrich, a wish, a buzz, a lorry, a berry, a family, an enemy, a chef, a wolf, a calf, a holiday, a tomato, a bookshelf, a butterfly, a policeman, a blackboard, a tree

Exercise 17. Write the given words in the plural and arrange them into the categories.

Model: *a city – cities*

A.

I. cats,

II. cities,

III. potatoes,

IV. wolves,....

V. buses,

VI. cacti,

VII. men,

VIII. group-mates,

B.

I. [s] – cats,

II. [z] – cities,

III. [ɪz] – buses,

a pot, a safe, a cry, a porch, a half, a crisis, a child, a passer-by, a leaf, a zoo, a day, a party, a nest, a diagnosis, a quiz, a nucleus, a loaf, a hero, a piano, a chief, a toy, a case, a bath, a mosquito, a buzz, a goose, a person, a criterion, a life, a mouth, a kilo,

a group, a vet, a country, a policeman, a mouse, a boss, a thief, a roof, a bacterium, a tooth, a house, a fly, an ox, a woman, a foot, a tomato, a donkey, analysis, a try, a medium, a wife, a mother-in-law, a louse, an oasis, a volcano, a church, a phenomenon, a forget-me-not, a stimulus, a lady, a bush, a baby, a photo, a pet, an echo, a knife, a boyfriend, a bookworm

Exercise 18. Arrange the words into three groups: 1 – words which are used only in the singular, 2 – words which are used only in the plural, 3 – have the same form in the singular and plural.

crossroads, scissors, advice, chewing gum, athletics, congratulations, sheep, news, knowledge, clothes, police, furniture, homework, species, equipment, information, binoculars, cattle, goods, means, series, fish, grass, deer, luggage, money, trousers, progress, outskirts, research, stairs, traffic, rubbish, scales, contents, luck, weather, surroundings, measles, mathematics, billiards, accommodation, bread, jeans, hair

Exercise 19. Write the given words in the singular.

Model: problems – a problem

strawberries, peas, geese, children, duties, lice, sheaves, faxes, lies, radios, Germans, places, knives, teeth, feet, fish, people, languages, addresses, sandwiches, women, forget-me-nots, bases, nuclei, criteria, sisters-in-law, means, pence, proofs, species

Exercise 20. Change into the plural.

*Model: this lady – these ladies
that photo – those photos*

this girl, that ball, that car, this horse, this pot, that mole, that foot, this tooth, that rose, this map, that book, this cook, this pet, that tin, this park, that pillow

Exercise 21. Fill in the gaps with this/ these, that/ those.

1. Who's ____ over there?
2. Get ____ cat off my knees.
3. I like ____ music. Who is the composer?
4. Who said ____?
5. ____ cake is so tasty. Can I have some more?
6. ____ was horrible. How could you?
7. ____ ear-rings are so beautiful. May I put them on?
8. I even don't want to speak about ____ friends of yours.

Exercise 22. Make up sentences using the verbs, the nouns, the adjectives as in the model.

Model 1: Take this ball. That one is flat.

Model 2: Pass me those scissors. These are blunt.

Verbs: to take, to look at, to give, to read, to pass, to bring, to fetch, to go to, to open, to buy.

Nouns: ball, story, apple, book, umbrella, picture, pen, exercise-book, scissors, juice, magazine, café, museum, jeans, knives, clothes, furniture, equipment, carpet.

Adjectives: boring, sour, thick, old, ugly, blunt, old-fashioned, long, cheap, sweet, short, expensive, thin, flat, broken.

UNIT 3

PHONETICS: The sounds: [eɪ], [aɪ], [r], [ʃ, ʒ], [ʌ], [aʊ]. Linking [r]. Direct Address in the Middle and at the End of the Sentence. Intonation of Alternative Questions. Word-Stress. Numerals. The Verb *to be*. Personal and Possessive Pronouns.

GRAMMAR: Personal and Possessive Pronouns. The Verb *to be*. Numerals. Possessive Case of Nouns.

PHONETICS

[eɪ] – to pronounce the nucleus of the diphthong the tip of the tongue is at the lower teeth, the front part of the tongue is raised to the hard palate but not very high. For the glide the tongue moves upward and forward.

[aɪ] – to pronounce the nucleus of the diphthong the tip of the tongue is at the lower teeth but a bit retracted, the front part of the tongue is raised to the hard palate but not very high. For the glide the tongue moves upward and forward.

[r] – the tip of the tongue is raised to the back of the alveoli forming a narrowing. The soft palate is raised and the air goes out through the opening between the tip of the tongue and the back of the alveoli.

Linking [r] – the sound is heard when it occurs between the vowels.

[ʃ, ʒ] – the tip and the blade of the tongue are close to the back of the alveoli, the front part of the tongue is raised high to the hard palate. The soft palate is raised and the air goes out through the mouth cavity.

[ʌ] – the back part of the tongue is slightly raised to the soft palate, the tip of the tongue is retracted from the lower teeth, the lips are neutral or slightly spread. The mouth is half-open.

[aʊ] – to pronounce the nucleus of the diphthong the tip of the tongue is at the lower teeth but a bit retracted, the front part of the tongue is raised to the hard palate but not very high. For the glide the tongue moves upward and backward.

Direct address in the middle of the sentence isn't stressed and doesn't form a separate intonation group but may break up the sentence into two separate sense-groups. Direct address, in this case, refers to the preceding intonation group and can be pronounced with the falling or rising nuclear tone.

e.g. [ʌsteɪ **beni** | ə bɪt \lɒŋgə ||]

[\kʌm **lu:sɪ** | ɪn ði \i:vniŋ ||]

Direct address **at the end of the sentence** isn't stressed and never forms a separate intonation group but continues the intonation pattern of the given one.

e.g. ['kʌm tə ðə 'steɪn ət \faɪv **steɪsɪ** ||]

['wɪl ju rɪ'maɪnd mi əbaʊt ɪt /leɪtə **deni** ||]

Alternative questions, as a rule, form two intonation groups. The first intonation group is pronounced with the Low-Rising nuclear tone, the final one is pronounced with the Low-Falling nuclear tone.

e.g. ['ɪz ðɪs ə /teɪbl | ɔ:r ə \desk ||]

['ɔz ðə 'bʊk /θɪn | ɔ: \θɪk ||]

Word-stress

There are two types of word-stress in English: the *primary* and the *secondary* word-stresses. The type and the position of the word-stress depend on the number of syllables in a word. In one- and a bigger part of two-syllable words there is the primary stress which is on the first syllable. For example: 'ten, 'stay, 'sister, 'water. The second syllable usually takes the primary stress in two-syllable words with prefixes which lost their meanings: a'gain, a'prove, be'fore, be'gin, con'clude, con'tent, for'get, for'give, a'rise, etc., with suffixes -ee, -eer, -esque: emplo'ye, ca'reer, gro'tesque and in some French borrowings: po'lice, ma'chine.

In three- and more syllable words the primary stress is on the third syllable from the end (in verbs the endings -ed and -ing are not counted if they add one more syllable): 'family, 'primary, 'comedy, 'demonstrate, 'demonstrated, 'classify, 'classifying, 'realize.

In polysyllabic words with the suffixes -sion, -tion there are two stresses: the secondary and the primary. The syllable which was primary takes the secondary stress and the syllable which precedes the suffix -sion, -tion takes the primary stress: con'gratulate – con,gratu'lation, 'dedicate – ,dedi'cation. The syllable with the suffixes -ee, -eer, -esque takes the primary stress while the third syllable from the end takes the secondary stress in polysyllabic words: ,nomi'nee, ,engi'neer, ,pictu'resque.

English words may have one primary, two primary or a combination of the secondary and the primary stresses.

Word-Stress in Numerals

Derived and composite numerals have two primary stresses: 'thir'teen, 'four'teen, 'fif'teen, 'six'teen, 'seven'teen, 'eigh'teen, 'nine'teen; 'twenty-'one, 'thirty-'five, 'seventy-'three, etc.

The verb to be is usually stressed at the beginning, at the end of the sentence, or when joined with negation.

e.g. ['ɪz 'hɪlɪ ɹɪn || 'jes ʃiː \ɪz || ʃiː 'ɪznt \aʊt ||]

PHONETIC EXERCISES

Exercise 1. Read the words, pay attention to the articulation of the diphthong [eɪ].

[meɪ] – [meɪd] – [meɪt]

[steɪ] – [steɪd] – [steɪt]

[feɪ] – [feɪd]

[leɪ] – [leɪd] – [leɪt]

[peɪ] – [peɪd] – [peɪt]

[meɪ] – [meɪl]

[neɪ] – [neɪm] – [neɪp]

[beɪ] – [ə'beɪd] – [beɪt]

[geɪ] – [geɪt]

Exercise 2. Read the words with the letter Aa in the open syllable, pay attention to the articulation of the diphthong [eɪ].

Aa – [eɪ]: name, late, state, fate, sane, crane, gate, stale, mane, 'table, mate, bake, lake, cake, de'bate, lame, date, lace, grace, space, spade, plate, base, same.

Exercise 3. Read the words, pay attention to the articulation of the diphthong [aɪ].

[aɪ] – [haɪd] – [haɪt] [laɪ] – [laɪd] – [laɪt] [faɪn] – [faɪnd] – [faɪt]
 [saɪ] – [saɪd] – [saɪt] [baɪ] – [baɪnd] – [baɪt] [taɪ] – [taɪd] – [taɪt]

[heɪ] – [haɪ] [geɪt] – [gaɪd] [leɪm] – [laɪm] [peɪl] – [paɪl] [feɪs] – [faɪt]
 [seɪ] – [saɪ] [keɪt] – [kaɪt] [steɪl] – [staɪl] [speɪd] – [spaɪ] [teɪk] – [taɪt]

Exercise 4. Read the words with the letters *Ii* and *Yy* in the open syllable, pay attention to the articulation of the diphthong [aɪ].

Ii – [aɪ]: side, glide, slide, mine, nice, pride, smile, crime, shine, bite, lime, kite, write, po'lite, vine, pine, tile, 'Simon, bride, 'primary, com'bine, like, spine;

Yy– [aɪ]: sky, cry, my, fly, shy, style, 'stylish, spy, try, com'ply, rhyme, 'hyphen, 'hydrate, fry, why, dyke, 'cycle, my'self.

Exercise 5. Read the words, pay attention to some other cases when the letter *Ii* is pronounced as the diphthong [aɪ].

igh – [aɪ]: high, hight, sigh, light, right, bright, fight, might, night, sight;

i + gn – [aɪn]: sign, ma'ligned, de'sign, re'sign;

i + ld – [aɪl]: mild, child, wild;

i + nd – [aɪnd]: mind, kind, bind, blind, grind, find.

Exercise 6. Read the words and sentences, pay attention to the articulation of the consonant [r].

[rɪd] [ri:d] [tri:] [stri:t] ['draɪv tə 'ðæt \tri: ||]
 [rɪb] [ri:k] [traɪ] ['prɪtɪ] ['tɜ:n tə ðə \raɪt ||]
 [reɪ] [raɪm] [træm] ['præktɪs] ['traɪ tə 'ri:d ðə 'stɔ:rɪ tə ði· \end]

Exercise 7. Read the phrases, pay attention to the pronunciation of the linking [r].

[ɪn ðə 'kɔ:nər_əv ðə \ru:m ||] ['sɪstər_æləsɪn ||]
 [ɪn ðə 'sentər_əv ðə \sɪtɪ ||] [ə 'dɒktər_ənd ə \nɜ:s ||]
 [ðə 'fɑ:ðər_əv ðə \fæmɪlɪ ||] [ðə 'leðər_ɪz \splendɪd ||]

Exercise 8. Read the words and sentences, pay attention to the articulation of the consonants [ʃ, ʒ].

[ʃɪmə] – [ʃi:] [ʃeɪ] – [ʃæɪ] [ʃeɪm] – [ʃaɪn] – [ʃʊn] [fiʃ]
 [ʃɪp] – [ʃi:p] [ʃed] – [ʃæm] [ʃɒt] – [ʃɔ:t] – [ʃɑ:p] [ʃɪnɪʃ]
 [ʃɪft] – [ʃi:f] [ʃepəd] – [ʃæk] [ʃʊd] – [ʃu:t] – [ʃʊ] [dɪ'mɪnɪʃ]

['leʒə] ['si:ʒə] ['vɪʒn] [dɪ'sɪʒn] [ʃi· ɪz \nɒt | \ɪz ʃi· || 'nɜv ʃi· \ɪznt ||]
 ['pleʒə] ['meʒə] [dɪ'vɪʒn] [treʒə] [hi· \ɪz | \ɪznt hi· || \jes | hi· \ɪz ||]

Exercise 9. Read the words, pay attention to the letter combinations which are pronounced as the consonants [ʃ] and [ʒ].

sh – [ʃ]: shelf, shade, she, show, harsh, push, cash, 'shallow, shed, shake;

sion – [ʃ]: 'passion, 'pension, 'tension, 'session, 'mansion, po'ssession;

tion – [ʃ]: 'station, dic'tation, com'plection, in'spection, 'mention, con'dition;

cial – [ʃə]: 'facial, co'mmmercial, 'crucial, 'special, o'fficial, fi'nancial;

sion – [ʒ]: 'vision, de'cision, di'vision, ex'plosion;

sure – [ʒə]: 'leisure, 'measure, 'pleasure, e'rasure.

Exercise 10. Read the words, pay attention to the articulation of the vowel sound [ʌ].

[ʌp] [sʌm] [sʌn] ['sʌmə] ['bʌtə] ['mʌðə] ['klʌmzɪ]

[ʌs] [kʌp] [gʌn] ['kʌntri] [klʌb] ['brʌðə] ['fʌni]

['ʌndə] [lʌk] [bʌd] ['sʌndɪ] ['ʌndən] ['kʌzn] ['mʌndɪ]

[kʌt] – [kɑ:t] [nʌt] – ['nɑ:stɪ] [mʌd] – ['mɑ:bl] [plʌs] – [lɑ:st]

[lʌk] – [lɑ:k] ['sʌmit] – [ɑ:nt] [gʌm] – [gɑ:st] ['nʌrɪ] – [kɑ:d]

Exercise 11. Read the words with the letter *Uu* in the close syllable, pay attention to the articulation of the sound [ʌ].

Uu – [ʌ]: shut, cut, lump, bun, mug, cup, 'current, crust, dis'gust, 'funny, 'stumble, 'humble, 'husband, hug, 'luggage, 'uncle, 'under, 'mutton, 'number, 'thunder.

Exercise 12. Read the words, pay attention to the letters and letter combinations which are pronounced as the vowel [ʌ].

o – [ʌ]: son, some, none, come, 'mother, 'brother, love, dove, ton, tongue;

ou – [ʌ]: 'country, young, 'trouble, 'double, tough, touch;

oo – [ʌ]: blood, flood.

Exercise 13. Read the words and sentences, pay attention to the articulation of the diphthong [ʌv].

[bʌv] – [bʌvnd] – [ə' bʌvt] [ʌvl] – [sʌvnd] – [fʌvt] [ə'lʌv] – [lʌvd] – [lʌvt]

[ʌvt] – [mʌvs] – [mʌvθ] [nʌv] – [nʌvn] – [stʌvt] [plʌv] – [pʌvnd] – [fʌvnd]

['get ðə 'mʌvs ʌv əv ðə \hʌvs ||]

[\henrɪ | prə'naʊns ðə 'sʌvndz \lʌvdə ||]

Exercise 14. Read the words, pay attention to the letters and letter combinations which are pronounced as the diphthong [ʌv].

ou – [ʌv]: a'bout, bound, mount, noun, stout, count, found, sound, round, pound, cloud, loud, spout, spouse, 'trousers, 'thousand, tout, doubt, shout;

ow – [ʌv]: now, how, down, bow, gown, town, 'powder, cow, owl, vow, crow, crowd, crown, brown, 'eye-brows.

Exercise 15. Read the words.

Main, height, divide, double, crowd, doubt, patient, machine, decision, weight, shade, sigh, lie, rye, mouth, plough, drought, couple, son, flood, rhyme, delight, great, Asia, sure, partial, grey, steak, say, company, comfort, knife, climb, cow, worry, guide, mind, gloves, pressure, grind, type, stuck, allow, discount, pleasure, session, pain, lighthouse, south, southern, fountain, initial, wait, break, climate, trouble, sound, lay.

Exercise 16. Read, pay attention to the articulation of the vowels and consonants.

[e]

3. Rain, rain, go to Spain, never show your face again.

Rain, rain, go away, come again another day.

4. Rains in Spain are mainly in the plain.

[a]

5. Good night, sleep tight, wake up bright in the morning light

To do what's right with all your might.

6. There was a young lady of Niger

Who went for a ride on a tiger.

They returned from the ride

With the lady inside

And the smile on the face of the tiger.

[ʒ]

7. Eat at pleasure, drink by measure.

[ʃ]

8. She sells sea-shells at the sea-shore of the Seychelles,

And the shells that she sells are sea-shells, I'm sure.

[r]

9. Around the green gravel the grass grows green.

10. Rest is rust.

11. Robert Rowley rolled a round roll round,

A round roll Robert Rowley rolled round,

If Robert Rowley rolled a round roll round,

Where is the round roll Robert Rowley rolled round.

[ʌ]

12. Every country has its customs.

13. Solomon Grundy was born on Monday,

Christened on Tuesday, married on Wednesday,

Took ill on Thursday, worse on Friday,

Died on Saturday, was buried on Sunday.

This is the end of Solomon Grundy.

14. For every evil under the sun

There is a remedy or there is none.

15. Betty Botter bought some butter,

But, she said, the butter's bitter,

If I put it in my batter,
 It will make my batter bitter,
 But a bit of better butter
 Will make my batter better.
 So she bought a bit of butter
 Better than her bitter butter,
 And she put it in her batter
 And the batter was not bitter.
 So it was better
 Betty Botter bought a bit of better butter.

[aʊ]

16. There was a girl in our town,
 Silk and satin was her gown,
 Her hair and eyes were deep brown,
 And she spoke in a pleasant voice and not loud.
17. When the snow is on the ground,
 No berries can be found.
18. Out of sight, out of mind.

Exercise 17. Read the sentences with direct address.

a) at the end of the sentence:

1. ['ɪznt ðə 'tri: /haɪ dæd ||]
2. ['gɪv mi: ɔ: r 'ɑ:nsər ɪn 'tu: \deɪz merɪl ||]
3. [ju: α: 'nɒt ɪn 'taɪm fə \dɪnə sæm ||]
4. ['ɑ: ɔ: 'ru:mmeɪts 'stɪl ɪn ðə /læb pɒlɪ ||]
5. ['ɪz ʃi: /əvɪt naʊ mɪstə bɒtsn ||]

b) in the middle of the sentence:

1. ['ɑ: ðeɪ steɪsɪ /faɪn α:ftə ðə flaɪt ||]
2. ['dʒʊnt /ɑ:sk mi: ʃelɪ | əbʌv maɪ \nevju: ||]
3. [hɜ: 'lɪl /ni:s betɪ | 'ɪznt ɪn ðə \sɪtɪ ||]
4. ['tel mi: nelɪ ðə /tru:θ ||]
5. ['ɑ: ðeɪ mɪsɪz braɪt /ɪn ||]

Exercise 18. Read the alternative questions and answers to them, pay attention to the pronunciation of linking [r].

1. ['ɑ: ðeɪ ət /sku:l | ɔ:r ət ðə \hɒspɪtl || ðeɪ α:r ət \sku:l ||]
2. ['ɪz 'lɪl ət /hɜ:m | ɔ:r ɪn ðə \pɑ:k || ʃi: ɪz ɪn ðə \pɑ:k ||]
3. ['ɪz ɪt /dɑ:k | ɔ: \laɪt ɪn ðə ru:m || ɪts \dɑ:k || 'tɜ:n 'ɒn ðə \laɪt ||]
4. ['ɪz ðɪs ən /æpl | ɔ:r ə \lemn || 'ðɪs ɪz ən \æpl || 'ɪz ðɪs 'æpl /red | ɔ: \gri:n || \naɪðə || ɪt ɪz \jelʒv || 'ɪz ɪt ɒn ðə /pleɪt | ɔ:r ɪn ðə \bɑ:skɪt || ɪts ɒn ðə \pleɪt ||]

Exercise 19. Work in pairs. Ask each other alternative questions with the given words, answer them.

a) positively choosing one of the variants:

*Model: the story (interesting/ boring) – Is the story interesting or boring?
– It is interesting.*

b) negate both variants:

*Model: the story (interesting/ boring) – Is the story interesting or boring?
– Neither. It's neither interesting nor boring.*

The newspaper (new/ old), the test (difficult/ easy), the leaves (green/ yellow), the train (slow/ fast), the building (low/ high), the rose (red/ pink), the dictation (long/ short), the room (spacious/ tiny), the copy-book (thin/ thick), the day (cold/ hot).

Exercise 20. Read the words, mind the word-stress in polysyllabic words.

[ˈselɪbreɪt] – [ˈselɪbreɪtɪd] – [ˈselɪbreɪtɪŋ] – [ˌselɪˈbreɪfən]

[ˈkælkjuleɪt] – [ˈkælkjuleɪtɪd] – [ˈkælkjuleɪtɪŋ] – [ˌkælkjuˈleɪfən]

[ˈdemənstreɪt] – [ˈdemənstreɪtɪd] – [ˈdemənstreɪtɪŋ] – [ˌdemənˈstreɪfən]

[ɪˈluːmɪneɪt] – [ɪˈluːmɪneɪtɪd] – [ɪˈluːmɪneɪtɪŋ] – [ɪˌluːmɪˈneɪfən]

[ˈterɪfaɪ]

[ˈkwɒlɪfaɪ]

[ˈsækrɪfaɪs]

[ˈdræmətaɪz]

[ˈklæsɪfaɪ]

[ˈmɒlɪfaɪ]

[ˈænləɪz]

[ˈpætrənaɪz]

Exercise 21. Read the words, pay attention to the word-stress in numerals.

[ˈθri:] – [ˈθɜːtɪˈθri:] – [ˈθɜːˈtiːn]

[ˈsevn] – [ˈsevntɪˈsɪks] – [ˈsevnˈtiːn]

[ˈfɔː] – [ˈfɔːtɪˈfɔː] – [ˈfɔːˈtiːn]

[ˈeɪt] – [ˈeɪtɪˈtuː] – [ˈeɪˈtiːn]

[ˈfaɪv] – [ˈfɪftɪˈfaɪv] – [ˈfɪfˈtiːn]

[ˈnaɪn] – [ˈnaɪntɪˈwʌn] – [ˈnaɪnˈtiːn]

[ˈsɪks] – [ˈsɪkstɪˈsevn] – [ˈsɪksˈtiːn]

[ˈtuːˈhʌndrɪd] – [ˈθriːˈθaʊz(ə)nd]

Exercise 22. Do the calculations, read them aloud.

Model 1: 23+16= 39 (twenty-three plus sixteen is thirty-nine)

32+48=

28+17=

19+18=

12+15=

96+4=

56+16=

67+21=

71+24=

35+25=

9+16=

Model 2: 47-8=39 (forty-seven minus eight is thirty-nine)

92-19=

17-14=

46-18=

61-3=

34-16=

27-27=

59-15=

76-17=

80-13=

39-24=

Model 3: $5 \cdot 7 = 35$ (five multiplied by seven is thirty-five)

$8 \cdot 8 =$ $5 \cdot 9 =$ $6 \cdot 7 =$ $4 \cdot 6 =$ $3 \cdot 4 =$
 $9 \cdot 3 =$ $7 \cdot 8 =$ $7 \cdot 4 =$ $6 \cdot 9 =$ $9 \cdot 3 =$

Model: 4: $32 : 4 = 8$ (thirty-two divided by four is eight)

$56 : 8 =$ $72 : 9 =$ $49 : 7 =$ $34 : 2 =$
 $36 : 9 =$ $24 : 4 =$ $64 : 8 =$

Exercise 23. Read the sentences, pay attention to the personal pronouns and the verb to be in stressed and unstressed positions.

1. [ɪz 'keɪt ɪn ðə 'klɑ:sru:m || 'nʌvʊ ʃiː ɪz \nɒt || ʃiː 'ɪznt ɪn ðə 'klɑ:sru:m || ʃiːz ɪn ðə \laɪbrəri ||]
2. ['stɛfənɪ ənd 'megɪ αː \kreɪzɪ əbaʊt ðə kɒnsət | /ɑːnt ðeɪ || 'jes ðeɪ \ɑː ||]
3. ['ɑː juː /bɪzɪ tənəɪt || 'nʌvʊ aɪm \nɒt || bət aɪ əm əz 'bɪzɪ əz ə 'biː ðn \fraɪdɪ ||]
4. [ðeɪ 'ɑːnt 'klʌs \frendz | /ɑː ðeɪ || aɪ bɪ'liːv ðeɪ \ɑː ||]
5. ['huː ɪz ðn \dʒuːtɪ tædeɪ || 'betɪ ənd \rʌvz αː ||]
6. [hiːz 'kɑːm ənd rɪ\zɜːvd | ənd hɪː ɪz 'veri 'gʊd ət \fɪzɪks ||]

Exercise 24.

A. Read the dialogue. Act it out.

- It's tea.
- Is it?
- Yes, it is. It's tea with sugar.
- It's cold, isn't it?
- No, it is not. It's hot tea.
- Oh, it's nice.

B. Make up similar dialogues. Use the suggested words.

- a. Coffee/ black/ green
- b. Ice-cream/ with fruit/ with nuts

Exercise 25. Read the phrases with the nouns in the possessive case, pay attention to the pronunciation of their endings.

[ˈbesɪz ˈred ˌdres]	[ðə ˈdɒgz ˌteɪl]	[hɜː ˈtʃɪldrənz ˌruːm]
[ˈluːsɪz ˈlɪtl ˌkɪtn]	[ðə ˈgɜːlz ˈʃɔːt ˌnek]	[hɪz ˈfrendz ˌhaʊs]
[ˈtɒmɪz ˈvelvɪt ˌvest]	[ˈbɒbz ˈnjuː ˌʒɜːt]	[jɔː ˈkʌznz ˌbægz]

Exercise 26. Transcribe the phrases with the nouns in the possessive case, read and translate them.

Larry's friends, our neighbours' garden, Bess' little sister, yesterday's news, Tiffany and Ann's room, my cousins' cars, my uncle's phone, the princess' dress.

Exercise 27. Read the sentences, pay attention to the possessive pronouns in stressed and unstressed positions.

1. [ɪz ðɪs ˈbʊk ˌʒɔːz || ˌnɜːv | ɪts ˈnɒt ˌmaɪn || ɪts ˌhɪz ||]
2. [ˈhuːz ˌdres ɪz ðɪs || ˈɪznt ɪt ˌhɜːz || ˈjes ɪt ˌɪz || ɪts hɜː ˈnjuː ˈdres fə ðə ˌpɑːtɪ ||]
3. [hɪz ˈsɪstər ˈɒfn ˈmiːts ə ˈfrend əv ˌhɜːz ||]
4. [ˈɑː hɜː ˈbʊks ɒn ðə ˌteɪbl | ɔː r ɒn ðə ˌself || ˈhɜːz ɑːr ɒn ðə ˌteɪbl | bət ˌʒɔːz ɑːr ɒn ðə ˌself ||]

GRAMMAR

PERSONAL PRONOUNS

The personal pronouns are used to refer to both people and objects. There are cases for personal pronouns – the nominative case and the objective case.

The personal pronouns *in the nominative case* are used instead of a noun as the subject of a verb:

Wendy works hard. She is a top student.

The personal pronouns *in the objective case* are used instead of a noun as a direct or indirect object:

e.g. I met Wendy and Paul yesterday. I saw them in the library.

There are some cases where we can use either personal pronouns in the nominative case or personal pronouns in the objective case. After *as* and *than* in comparative patterns, we use personal pronouns in the nominative case only in very formal English; personal pronouns in the objective case are more common in such sentences.

e.g. Formal: Wendy plays tennis better than I.

Informal: Wendy plays tennis better than me.

After *as* and *than* in comparative patterns, we can use personal pronouns in the nominative case with an auxiliary or modal verb:

e.g. Wendy plays tennis better than I do.

Wendy plays tennis better than I can.

Personal Pronouns	
The Nominative Case	The Objective Case
I	me
you	you
he	him
she	her
it	it
we	us
they	them

THE POSSESSIVE CASE OF NOUNS

The form of the possessive case 's is used with singular nouns and plural nouns not ending in -s:

e.g. a child's voice

the children's room

A simple apostrophe (') is used with plural nouns ending in -s:

e.g. a girls' school

the students' hostel

Classical names ending in -s usually add only the apostrophe:

e.g. Pythagoras' Theorem

Archimedes' Law

Other names ending in -s can take 's or the apostrophe alone:

e.g. Mr Jones's house or Mr Jones' house.

With compounds, the last word takes the 's:

e.g. my brother-in-law's car

Names consisting of several words take the 's :

e.g. Henry the Eighth's wives

The 's can also be used after initials:

e.g. the PM's secretary

The possessive case is chiefly used of people, countries or animals as shown above. It can also be used:

- of ships and boats
e.g. the ship's bell, the yacht's mast
- of planes, trains, cars and other vehicles, though here the *of construction* is safer:
e.g. a glider's wings or the wings of a glider
the train's heating system or the heating system of the train
- in time expressions
e.g. a week's holiday
today's paper
tomorrow's weather
in two years' time
ten minutes' break (or a ten-minute break)
- with for + noun + sake
e.g. for heaven's sake, for goodness' sake
- in a few expressions such as:

e.g. a stone's throw
journey's end
the water's edge

Sometimes certain nouns can be used in the possessive case without the second noun:
e.g. a / the baker's / butcher's / chemist's / florist's etc. can mean a / the baker's / butcher's etc. shop

Names of people in the Possessive Case can sometimes be used to mean *sb's house*:

e.g. We had dinner at Ann's.

POSSESSIVE PRONOUNS

Possessive Pronouns	
The Conjoint Form	The Absolute Form
my	mine
your	yours
his	his
her	hers
its	its
our	ours
their	theirs

The possessive pronouns are used to express “*belonging*”. There are two forms of possessive pronouns: ***the conjoint form*** and ***the absolute form***.

The possessive pronouns ***in the conjoint form*** are used before nouns:

*e.g. I like **their** house.*

The possessive pronouns ***in the absolute form*** are used instead of the possessive pronouns in the conjoint form and the noun:

*e.g. I like **their** house. **Ours** is older and smaller.*

THE VERB TO BE

The verb ***to be*** is used to denote the existence of a person or a thing or to give information about a person or a thing:

e.g. Jack is a painter.

Iceland is an island.

The cat is on the sofa.

The trees are green.

London is more than twenty centuries old.

The present forms of the verb “to be”:

I	am	We	are
He	is	You	
She		They	
It			

The past forms of the verb “to be”:

I He She It	was	We You They	were
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NUMERALS Cardinal numerals

1. <i>one</i>	11. <i>eleven</i>	21. <i>twenty-one</i>	31. <i>thirty-one</i>
2. <i>two</i>	12. <i>twelve</i>	22. <i>twenty-two</i>	40. <i>forty</i>
3. <i>three</i>	13. <i>thirteen</i>	23. <i>twenty-three</i>	50. <i>fifty</i>
4. <i>four</i>	14. <i>fourteen</i>	24. <i>twenty-four</i>	60. <i>sixty</i>
5. <i>five</i>	15. <i>fifteen</i>	25. <i>twenty-five</i>	70. <i>seventy</i>
6. <i>six</i>	16. <i>sixteen</i>	26. <i>twenty-six</i>	80. <i>eighty</i>
7. <i>seven</i>	17. <i>seventeen</i>	27. <i>twenty-seven</i>	90. <i>ninety</i>
8. <i>eight</i>	18. <i>eighteen</i>	28. <i>twenty-eight</i>	100. <i>a hundred</i>
9. <i>nine</i>	19. <i>nineteen</i>	29. <i>twenty-nine</i>	1000. <i>a thousand</i>
10. <i>ten</i>	20. <i>twenty</i>	30. <i>thirty</i>	1000000. <i>a million</i>

When writing in words, or reading, a number composed of three or more figures we place *and* before the word denoting tens or units:

e.g. 713 – seven hundred and thirteen

5,102 – five thousand, one hundred and two but

6,100 – six thousand, one hundred (no tens or units)

320,410 – three hundred and twenty thousand, four hundred and ten

303,000,000 – three hundred and three million

The words *hundred, thousand, million* and *dozen*, when used of a definite number, are never made plural:

e.g. six hundred men

ten thousand pounds

two dozen eggs

If these words are used merely to convey the idea of a large number, they must be made plural:

e.g. hundreds of people

thousands of birds

dozens of times

Ordinal numerals

<i>first</i>	<i>eleventh</i>	<i>twenty-first</i>	<i>thirty-first</i>
<i>second</i>	<i>twelfth</i>	<i>twenty-second</i>	<i>fortieth</i>
<i>third</i>	<i>thirteenth</i>	<i>twenty-third</i>	<i>fiftieth</i>
<i>fourth</i>	<i>fourteenth</i>	<i>twenty-fourth</i>	<i>sixtieth</i>

<i>fifth</i>	<i>fifteenth</i>	<i>twenty-fifth</i>	<i>seventieth</i>
<i>sixth</i>	<i>sixteenth</i>	<i>twenty-sixth</i>	<i>eightieth</i>
<i>seventh</i>	<i>seventeenth</i>	<i>twenty-seventh</i>	<i>ninethieth</i>
<i>eighth</i>	<i>eighteenth</i>	<i>twenty-eighth</i>	<i>hundredth</i>
<i>ninth</i>	<i>nineteenth</i>	<i>twenty-ninth</i>	<i>thousandth</i>
<i>tenth</i>	<i>twentieth</i>	<i>thirtieth</i>	<i>millionth</i>

Notice the irregular spelling of *fifth*, *eighth*, *ninth* and *twelfth*.

When ordinal numbers are expressed in figures the last two letters of the written word must be added (except in dates):

e.g. *first* = 1st
second = 2nd
third = 3rd
fourth = 4th

twenty-first = 21st
forty-second = 42nd
sixty-third = 63rd
eightieth = 80th

GRAMMAR EXERCISES

Exercise 1. Use pronouns instead of the words and phrases in bold.

Model: Jack and Mary are so happy together. – They are so happy together.

1. **Physics** is boring.
2. **The dog** is so cute.
3. Where is **my luggage**?
4. **Uncle Jack** is busy today.
5. **Peter** is my bosom friend.
6. **The children** are in the park.
7. **My sister** is interested in music.
8. Let's go home. **People** are tired.
9. **These tables** are very expensive.
10. **My friend and I** are fond of poetry.
11. **My parents and I** are late for the concert.
12. **Your brother and you** spend too much time watching TV.

Exercise 2. Put the correct object pronoun into each gap.

1. My bosom friend has got a lot of new dresses but she likes none of ____.
2. Give ____ the newspaper, please. I want to know the latest news.
3. Don't look at _____. She is so shy.
4. Nick is constantly asking me silly questions. I can't stand _____.
5. Are they in the office? Did you tell _____ the news?
6. I can't understand _____. Be more specific.
7. It's a snake. Don't touch _____.
8. We are going to play a game of tennis. Will you join _____?
9. As for _____, it's just what you need.
10. We'll take the cat with _____.
11. Stay at home. I'll call for _____ at about 5 o'clock.
12. Where are my glasses? I can't find _____.

Exercise 3. Read the text. Make it sound natural replacing some of the nouns with pronouns.

Mary Mason is my best friend. Mary is in her late thirties but my friend doesn't look her age. My friend is a librarian and Mary likes what she is doing. Mary is fond of reading. Give Mary an interesting book to read and you'll make Mary the happiest person in the whole world. Sometimes it seems to me that Mary lives in a fictional world of her books.

The good thing is that it is never boring with Mary. Mary is a brilliant storyteller. Mary can amuse her friends for hours telling interesting stories. The stories are about lives of famous and not very famous people.

Mary's husband Jack is a well-known writer. Mary and Jack are a perfect match. Mary and Jack are both bookworms and when Mary and Jack are tired of each other Mary and Jack spend time with books. Mary and Jack never fail to find an interesting topic for discussion.

Mary and Jack live in New York. New York is a monster city of towering skyscrapers, rushing here and there people, severe traffic jams and rude taxi drivers but Mary and Jack never complain. Mary and Jack don't let the surrounding world interfere with their family happiness.

Exercise 4. Fill in the gaps with *this, these, it, they*.

1. – Mary, __1__ is my father. – Hello, Mr Brown.
2. – Are __2__ your books? – Yes, __3__ are.
3. – __4__ is my new stamp. – Where did you get __5__?
4. Whose pictures are __6__? __7__ are wonderful.
5. Take __8__ doll and let your sister play with __9__.
6. __10__ are bad apples. Don't eat __11__.
7. – What's __12__? – It's my new skirt. Isn't __13__ beautiful?
8. Let's buy __14__ shoes. __15__ are fantastic.

Exercise 5. Fill in the gaps with *that, those, it, they*.

1. Is __1__ your group-mate over there?
2. Look at __2__ funny puppies.
3. – Do you like __3__ sofa? – No, __4__ is too big.
4. __5__ car must be very expensive. I'd like to drive __6__.
5. __7__ projects weren't interesting at all. __8__ bored me to death.
6. Whose children are __9__? What are __10__ doing so close to the pond?
7. – What is __11__ on his head? – I think __12__ is a wig.

Exercise 6. Write phrases as in the model

Model: Peter/ a book – Peter's book

birds/ a nest – a birds' nest

the roof/ the house – the roof of the house

Alice/ a friend, my colleague/ a file, his parents/ a farm-house, children/ toys, the hand/ the clock, John/ an address, the top/ the page, the beginning/ the story, Nick

and Ann/ a car, the Smiths/ a house, women/ dresses, yesterday/ a newspaper, the team/ victory, a mile/ a distance, the frame/ the picture, an hour/ a conversation, the title/ the book, a teacher/ a remark, cats/ tails, four hours/ delay.

Exercise 7. Complete the sentences.

1. I don't know ____ (the name/ your friend).
2. Look at ____ (the page/ the top).
3. I've never seen ____ (a boyfriend/ your sister). Is he handsome?
4. Mr Jones is sick and tired of ____ (silly questions/ his neighbours).
5. ____ (the chair/ the legs) are too short.
6. Is it true that ____ (a wife/ Simon) is pregnant?
7. He didn't follow ____ (advice/ his doctor).
8. When is ____ (birthday/ your best friend)?
9. What is ____ (the message/ the story)?
10. I can't understand ____ (his words/ the meaning).
11. We'll spend next two days at ____ (a place/ Peter).
12. Why did you decide to sell ____ (old furniture/ your parents)?

Exercise 8. Change the word-combinations as in the model.

Model: Mary's dress – her dress

the title of the book, pupils' tests, a friend of mine, the roof of the house, Simon's car, my and my sister's room, the Browns' flat, my family's cottage, the hand of the clock, Betty and Nelly's bicycle, Sally's and Betty's toys, the dog's kennel, the end of the story, your and your husband's photo, Joan's doll

Exercise 9. Open the brackets using the possessive pronouns in the Absolute form.

1. Is this umbrella (you)?
2. Give me a pen. (I) is broken.
3. Don't touch the book. It is (I).
4. My dress is short. (She) is longer.
5. My computer is old. (He) is modern.
6. My broth is not ready. Let's eat (your).
7. Our story is interesting. (They) is boring.
8. My laptop is on the desk. Where is (she)?
9. They are not our keys. The keys are (they).
10. I don't like my room. It's rather dark. (He) is much lighter.
11. Bill and Kate's mother is a journalist. (We) is an interpreter.
12. Our dog likes rubber toys. Don't touch those ones. They are (it).

Exercise 10. Fill in the gaps with possessive pronouns.

1. – Give me __1__ umbrella. – Don't you have __2__? – __3__ is broken.
2. Pete's room is clean, isn't it? He likes to spend time in __4__ room. __5__ is dirty. They seldom clean it.

3. __6__ dog is clever. She trains it regularly. Do you teach __7__?
4. – What is the time? – It is 5 pm. – Isn't __8__ watch slow? – No, __9__ is just right.
5. The Smiths are fashionable. __10__ clothes are expensive. We can't say the same about __11__.
6. My friend Tom is a top student. __12__ tests are always excellent.
7. Take my hands in __13__. __14__ are cold. __15__ are warm.
8. Don't enter __16__ room. She is busy with __17__ report. Are you ready with __18__?
9. __19__ colleagues are friendly. They help me a lot. __20__ are not so helpful. He never asks them for help.
10. Look at this costume. Do you like __21__ colour?
11. __22__ house is comfortable. They look after it carefully. Does your brother take care of __23__ the same way?
12. Help yourself to this exotic fruit. Do you like __24__ taste?

Exercise 11. Fill in the gaps with pronouns.

1. My husband and __1__ live in the country. __2__ house is not big but __3__ is comfortable and well-planned.
2. Peter likes __4__ new bicycle. __5__ spends hours riding __6__.
3. This is __7__ cat Boss. I found __8__ in the street when __9__ was a kitten. __10__ are good friends now.
4. What is __11__? – I don't know. Let's ask Mary. __12__ is Mike's cousin.
5. I saw __13__ test results. __14__ are so poor. Did you see __15__?
6. Jack and Jill have never seen __16__ grandchildren. __17__ quarreled with __18__ daughter long ago. __19__ promised never to talk to __20__ parents.
7. – How are __21__ today? – Never better. Thank __22__. – How is Mr Thomson? – __23__ is fine. – Remember __24__ to __25__.
8. – Where is __26__ dictionary? I can't find __27__ anywhere. – You may take __28__.
9. It's __29__. Don't touch __30__. She'll be angry with you.
10. – Why are __31__ crying, Alice? – __32__ have a reason but please don't ask me about __33__.
11. These jeans are so fashionable. Let __34__ buy __35__.
12. The police will come soon. Feel free and tell __36__ everything __37__ know.

Exercise 12. Respond to the following statements as in the model. Use the words in the box.

Model: *I read a lot. – So, you are a bookworm.*

*theatre-goer workaholic lazy-bones heavy sleeper bookworm chatterbox
classmate student sweet tooth teacher early riser farmer sportsman*

1. I like chocolate.
2. She studies at University.

3. My parrot talks non-stop.
4. His parents grow chickens.
5. My mother works at school.
6. My friend gets up at 11 am.
7. My friends and I study together.
8. My Granny wakes up at sunrise.
9. Your nephew seldom helps his parents.
10. My friend and I go in for sports regularly.
11. Peter works at his office even at the weekend.
12. Your sister and you go to the theatre regularly.

Exercise 13. Explain why you like or dislike something.

Model: Why do you like this book? (interesting) – It is interesting.

1. Why do you hate your shoes? (tight)
2. Why do you hate these dishes? (fatty)
3. Why do you like this game? (exciting)
4. Why do you enjoy this party? (lovely)
5. Why do you dislike this film? (boring)
6. Why don't you like this teacher? (strict)
7. Why don't you like this weather? (nasty)
8. Why do you enjoy this melody? (pleasant)
9. Why do you like your neighbours? (friendly)
10. Why do you dislike this dress? (old-fashioned)
11. Why do you like your mother's borsch? (tasty)
12. Why do you enjoy this programme? (instructive)

Exercise 14. Make up one sentence out of the two given below.

Model: You are a family. You are happy. – You are a happy family.

1. It's a film. It's boring.
2. It's a puppy. It's clever.
3. He is a boy. He is naughty.
4. It's a dress. It is expensive.
5. It's a story. It is interesting.
6. We are people. We are kind.
7. He is an actor. He is famous.
8. She is a singer. She is talented.
9. They are parents. They are caring.
10. She is a teacher. She is experienced.
11. You are children. You are intelligent.
12. They are students. They are industrious.

Exercise 15.

A. Answer the questions. Use the word-combinations from the box.

Model: *Where is your brother? – He is at the lesson.*

on the floor, on the desk, in the park, in the class-room, in the yard, at school, in the sky, in the book-case, at work, at home, at the stadium, in the forest, at the lesson, in the playground, at the meeting, in the bag, in the laboratory

1. Where are you?
2. Where are the hunters?
3. Where are your text-books?
4. Where is the plane?
5. Where is the carpet?
6. Where is your mother?
7. Where are the children?
8. Where are the scientists?
9. Where is the school team?
10. Where are the sportsmen?
11. Where are your group-mates?
12. Where are you and your fellow students now?

B. Ask your fellow students similar questions.

Exercise 16. Disagree with the following statements using the suggested words.

Model: *You are a teacher, aren't you? (student) – No, I am not a teacher. I am a student.*

1. You are free, aren't you? (busy)
2. It isn't a heavy bag, is it? (light)
3. The story is long, isn't it? (short)
4. The child isn't hungry, is it? (thirsty)
5. The cups are empty, aren't they? (full)
6. The books are thin, aren't they? (thick)
7. You are sixteen, aren't you? (seventeen)
8. Your perfume is French, isn't it? (Italian)
9. Your neighbor is a vet, isn't he? (dentist)
10. This journey isn't dangerous, is it? (safe)
11. The actress isn't famous, is she? (a beginner)
12. Your parents aren't abroad, are they? (in Ukraine)

Exercise 17. Ask your partner questions as in the model. Let your partner answer them.

Model 1: *Ask your partner if he is a student. – Are you a student?*

– Yes, I am. I'm a first-year student. (No, I am not. I'm a school leaver.)

Ask your partner if:

1. he is tired;
2. he is fourteen;
3. his classmates aren't hungry;
4. his groupmates are ready for the lesson;
5. his teacher is helpful;
6. he and his friends are hard-working;
7. his pet is clever;
8. his text-book isn't difficult;
9. the weather is fine;
10. his parents aren't at work;
11. his mother is a dentist;
12. his jeans are in the wardrobe.

Model 2A: Ask your partner if it is true he is a student. – You are a student, aren't you?

– Yes, I am. I'm a first-year student. (No, I am not. I'm a school leaver.)

Model 2B: Ask your partner if it is true he is not a student. – You are not a student, are you?

– No, I am not. I am a school leaver. (Yes, I am, I am a first-year student.)

Ask your partner if it is true:

1. he isn't cold;
2. the classroom is light;
3. his brother is naughty;
4. the photograph isn't his;
5. his computer is expensive;
6. classical music isn't boring;
7. his friends aren't in the park;
8. his marks aren't always excellent;
9. English isn't his favourite subject;
10. his group-mates are from Chernihiv;
11. the University is near the railway station;
12. his teacher's questions are always difficult.

Model 3: Ask your partner what he is. – What are you?

– I'm a student.

Ask your partner:

1. how old he is;
2. why he is tired;
3. how his parents are;
4. when he is usually at home;
5. when his birthday is;
6. who his best friend is;

7. how much his new shoes are;
8. where his group-mates are from;
9. where his telephone is;
10. what his favourite colour is;
11. what his group-mates' favourite subjects are;
12. what colour his mother's eyes are.

Exercise 18. Fill in the gaps with *is* or *are*.

1. Where ____ my money?
2. The children ____ in the room.
3. Why ____ your hair wet?
4. The police ____ busy looking for the criminal.
5. My baggage ____ already in the car.
6. His progress ____ significant.
7. Be careful. The stairs ____ dangerous.
8. What ____ the news?
9. His knowledge of this subject ____ outstanding.
10. The scissors ____ blunt.
11. Where ____ my clothes?
12. All furniture in his house ____ very expensive.
13. The cattle ____ in the field.
14. These trousers ____ too long.
15. Be careful. The traffic ____ heavy in this street.
16. All you need ____ good luck.
17. Athletics ____ not on the curriculum.
18. His research ____ on the new methods of teaching.

Exercise 19.

A. Complete the dialogue using the present form of the verb *to be*. Sometimes the negative particle *not* is necessary.

Vicky Hello. Glad to meet you. __1__ we ready to start?

Ann No, we __2__ . Ken and Cindy are late.

Vicky Where __3__ they?

Ann They __4__ still at the lesson.

Vicky When __5__ their classes over?

Ann I __6__ sure but they __7__ usually at home at 3 pm.

Vicky Wendy __8__ here, __9__ she?

Ann She __10__ over there, in the corner of the room.

Vicky Who __11__ she with?

Ann It __12__ her room-mate. She __13__ a great cinema-goer, too.

Vicky How __14__ Paul? __15__ he still ill?

Ann It __16__ a pity, he __17__ in bed but he __18__ much better now.

Vicky That __19__ good. Oh, here __20__ Ken and Sindy. Let's go to the cinema then.

B. Act out the conversation.**C. Make up a similar conversation. Act it out.****Exercise 20. Translate it into English.**

1. – Давай підемо на прогулянку. На вулиці тепло. – Ні, я зараз зайнята.
2. – Це – дуже цікава книжка. Вона твоя? – Так, це – подарунок від мого дядька.
3. – Скільки тобі років? – Мені майже шістнадцять. – Ти – випускник, чи не так? – Так, я – учень 11-го класу.
4. – Твої друзі вдома чи на заняттях зараз? – Вони вдома. Вони втомились після уроків.
5. – Твій друг веселий, чи не так? – Так, з ним завжди цікаво.
6. – Де моя стара сукня? – Весь брудний одяг у пральній машині.
7. – Чому ти сонний? Ще рано лягати спати. – Так, але я погано себе почуваю.
8. – Чому ви не в класі? – Там душно. – Відкрийте вікно та провітрить кімнату. Час починати урок.
9. – Чим займається твоя двоюрідна сестра? – Її діти малі. Вона – домогосподарка.
10. – Він відомий співак? – Так, його пісні дуже популярні.
11. – Ти зайнятий сьогодні? – Ні, субота – мій вихідний день.
12. – Де твій батько? – Він на роботі. – Його офіс знаходиться недалеко від вашого дому? – Так, він досить близько звідси.

Exercise 21. Write the numbers in words.

11, 56, 4, 40, 44, 8, 59, 95, 100, 23, 33, 67, 19, 18, 15, 80.

Exercise 22. Write the next number.

40 ____, 66 ____, 43 ____, 25 ____, 17 ____, 12 ____, 98 ____, 14 ____.

Exercise 23. Ask and answer about the letters.

Model: What's A? – Twenty-two.

	one	two	three	four	five	six	seven	eight	nine
twenty		A				J		H	
thirty	M			E		Z		Q	
forty			T		F				C
fifty			K				P		
sixty	X			U		D		V	
seventy		L			O				W
eighty				D		Y		S	
ninety	G		N				I		R

Exercise 24. Answer the questions. Write the numbers in full.

Model: How old are you? – Seventeen.

1. How old is your mother?
2. How many students are there in your group?
3. How much is your bag?
4. How much are your note-books?
5. How much money have you got on you now?
6. What size shoes do you wear?
7. What size jeans do you wear?
8. How many tables are there in your classroom?
9. What's your home telephone number?
10. What's your mobile telephone number?
11. What's the zip code of your city/ town/ village?

Exercise 25. Write down the corresponding ordinal numerals.

- One – _____
Two – _____
Three – _____
Four – _____
Five – _____
Six – _____
Seven – _____
Eight – _____
Nine – _____
Ten – _____
Twelve – _____
Seventeen – _____
Twenty – _____
Twenty-two – _____
Thirty-six – _____

Exercise 26. Say these dates.

Model: September 25, 1993. – The twenty-fifth of September, nineteen ninety-three or September the twenty-fifth, nineteen ninty-three

1. May 28, 1974
2. April 12, 1993
3. June 21, 1965
4. Sepetember 1, 2013
5. July 9, 2010
6. January 12, 2005
7. March 30, 2007
8. August 7, 2000
9. October 18, 2004
10. February 28, 2006

Exercise 27. Answer the questions.

Model: When is your birthday? – On the seventh of August.

1. When is your mother's birthday?
2. When is your best friend's birthday?
3. When is Constitution Day?
4. When is Independence Day?
5. When is Victory Day?
6. When is Christmas Day?
7. When is Halloween?
8. When is the beginning of the school year?
9. When was your school leaving party?
10. When do your summer holidays usually start?

Exercise 28. What time is it?. Write in words.

3.10, 5.05, 7.45, 9.25, 10.30, 11.15, 8.30, 7.50, 2.35, 3.27, 12.44, 10.15

Exercise 29. Answer the questions.

Model: When do you usually get up? – At 7 am.

1. When do you usually have breakfast?
2. When do you usually have dinner?
3. When do you have supper?
4. When do you usually go to the University?
5. When do your classes begin?
6. When are your classes over?
7. When do you come home after classes?
8. When do you start doing your homework?
9. When does your favourite TV-programme start?
10. When do you go to bed?

Exercise 30.

A. Read the dialogue. Act it out.

- What time is it by your watch?
- It's *half past five*.
- I'm afraid your watch is *five minutes fast (slow)*.
- No, my watch keeps good time.

B. Make up similar dialogues.

Exercise 31.

A. Read the conversation and act it out.

- Hello, Lily.
- Hi, Eddie.
- Lily, this is my friend, Wendy.

- Nice to meet you, Wendy.
- Nice to meet you, too.

B. Introduce your friend to your classmate.

Exercise 32.

A. Read the dialogue. Act it out.

- Good afternoon. Are you Sue?
- Yes, I am.
- You are a student of this group, aren't you?
- Yes, I am.
- Glad to meet you. I'm Vicky.
- Glad to meet you, too.

B. Change roles and act it out.

You are Becky (Betty/ Miss Nelson/ Miss Dicksy/ Lily/ Ted/ Philip/ Peter). Get acquainted with your groupmates.

Exercise 33.

A. Read the dialogue. Act it out.

- Is this girl Ann or Sue?
- This is Ann.
- She is a student, isn't she?
- Yes, she is.
- Is she the monitor of the group?
- Yes, she is.
- Isn't she clever?
- Yes, Ann is clever and diligent.

B. Have a conversation about other people (Lily, Peter, Ben, Sue, Perl, Henry, Vicky, Dick, Nick, Helen, Ted) using the words from the box.

a friend, a neighbour, a good mixer, a top student; talkative, tactful, calm, good-hearted, sensitive, moody, optimistic, attractive, attentive, handsome, clever, diligent

UNIT 4

PHONETICS: The sounds: [w], [ŋ], [ɔɪ], [tʃ], [dʒ], [ɪə], [ɛə], [ʊə], [aʊə], [aɪə]. Intonation of Special Questions. Words of Parenthesis. Word-Stress in Compound Nouns and Adjectives. The verb *to have*.

GRAMMAR: The verb *to have*. Indefinite Pronouns. Degrees of Comparison of Adjectives.

TEXT: My Best Friend Helen.

PHONETICS

[w] – the back part of the tongue is raised to the soft palate, the tip of the tongue is retracted from the lower teeth, the lips are rounded and slightly protruded. But the lips are not protruded if the sound [w] is followed by the sound [ɜ:].

[ŋ] – the tip of the tongue is at the lower teeth, the back part of the tongue is raised and touches the soft palate which is lowered. The air passage through the mouth cavity is blocked and the air escapes through the nasal cavity. The mouth is opened wide.

[ɔɪ] – to pronounce the nucleus of the diphthong the tip of the tongue is retracted from the lower teeth, the back part of the tongue is raised to the soft palate, the lips are rounded. For the glide the tongue moves forward and upward.

[tʃ], [dʒ] – first the tip of the tongue is pressed to the back of the alveoli making a complete obstruction which changes into an incomplete one while pronouncing the second element of the sound as the tip of the tongue is removed from the alveoli and the front of the tongue moves to the hard palate.

[ɪə] – to pronounce the nucleus of the diphthong the tip of the tongue is at the lower teeth, the front part of the tongue is raised to the hard palate, for the glide the tongue moves down and backward.

[ɛə] – to pronounce the nucleus of the diphthong the tip of the tongue is at the lower teeth, the front part of the tongue is slightly raised to the hard palate, for the glide the tongue moves backward.

[ʊə] – to pronounce the nucleus of the diphthong the back part of the tongue must be raised high to the soft palate, the tip of the tongue is retracted back. For the glide the tongue moves forward and down.

[aʊə, aɪə] – are triphthongs, combinations of a diphthong and the neutral sound [ə].

Special Questions are usually pronounced with the Low-Falling nuclear tone which is typical of emotionally neutral speech:

e.g. ['wen α· ju· \bɪzɪ ||]

The parenthesis (-es – pl.) – is a word or a group of words expressing the speaker's attitude or judgment (agreement, disagreement, doubt, etc.) It can be placed at the beginning, in the middle and at the end of the sentence and marked by a comma in writing.

The Parenthesis *at the beginning of the sentence* is usually stressed, makes a separate intonation group and is pronounced with the low-rising tone mainly, but the

low-falling tone is possible, as well. When it is closely connected in meaning with the following words it may form one sense-group:

e.g. [ɪn maɪ ə'pɪnjən | ðə 'klɑ:sru:m ɪz \speɪʃəs ||]

[aɪ 'daʊt ju· wɪl \help mɪ· ||]

The Parenthesis *in the middle of the sentence* is not stressed and doesn't make a separate intonation group but breaks the sentence up into two sense-groups referring to the preceding one and continuing its melody:

e.g. [hɜ· /neɪbəz |ʃi· ɪz |ʊə | α·r ɪn ðə \kʌntri naʊ ||]

If the parenthesis in the middle of the sentence is long and rather independent, it can be stressed and make a separate intonation group but be pronounced with a low pitch of the voice:

e.g. [hɜ· /neɪbəz | |ʃi· 'met ðəm ɪn ðə /pɑ:k sevərəl taɪmz | α· 'naɪs \pi:pl ||]

The Parenthesis *at the end of the sentence* is not usually stressed, does not make a separate intonation group but continues the melody of the preceding one:

e.g. [ðə 'stɔ:ri ɪz 'nɒt \ɪntrəstɪŋ aɪ θɪŋk ||]

['ɑ: ðeɪ ɪn ðə /kʌntri aɪ wʌndə ||]

Word-Stress in Compound Nouns

Compound nouns which consist of two parts have one primary stress on the first part: 'stepsister, 'group-mate, 'newspaper, 'grandson. Some compound nouns consisting of two or more parts may have two stresses: ,ice-'cream, ,week'end, 'father-in-,law etc.

Word-Stress in Compound Adjectives

Compound adjectives which are not followed by nouns have two primary stresses: 'absent-'minded, 'hard-'working, 'easy-'going

When followed by a noun, compound adjectives have only one primary stress on the first component:

e.g. an 'absent-minded 'girl, a 'hard-working 'person

The verb *to have* is usually stressed at the beginning, at the end of the sentence, or when joined with negation:

e.g. ['hæv ju· enɪ 'frendz ɪn /ʌndən || 'jes aɪ \hæv || aɪ hæv səm 'frendz ɪn \ʌndən || bət aɪ 'hævnt enɪ ɪn \glæzɡʊ ||]

PHONETIC EXERCISES

Exercise 2. Read the words, pay attention to the articulation of the consonant sound [ŋ].

[lɒŋ]	[dɪŋ]	[bæŋk]	[ɪŋk]	[klɪŋ] – ['klɪŋɪŋ]	[θɪn] – [θɪŋk]
[sɒŋ]	[wɪŋ]	[sæŋk]	[lɪŋk]	[bæŋ] – ['bæŋɪŋ]	[tɪn] – [tɪŋ]
[sɪŋ]	[kɪŋ]	[tæŋk]	[stɪŋk]	[brɪŋ] – ['brɪŋɪŋ]	[pɪn] – [pɪŋ]

Exercise 3. Read the words, pay attention to the cases when the letter *Nn* is pronounced as the sound [ŋ].

-nk – [ŋk]: sink, mink, pink, drink, think, stink, rink, monk, brink, thank, tank;

-ng – [ŋ]: bring, sting, ring, rang, spring, king, cling, bang, hang, 'linking, fang.

Exercise 4. Read the words, pay attention to the articulation of the diphthong [ɔɪ].

[ɔɪ] – [sɔɪl]	[bɔɪ] – [bɔɪz]	[nɔɪz] – [ˈnɔɪzɪz]	[ɪksˈplɔɪt] – [ɪksˈplɔɪtɪd]
[kɔɪ] – [sɔɪl]	[plɔɪ] – [plɔɪz]	[vɔɪs] – [ˈvɔɪsɪz]	[pɔɪnt] – [ˈpɔɪntɪd]
[rɔɪ] – [trɔɪ]	[tɔɪ] – [tɔɪz]	[kɔɪn] – [kɔɪnz]	[ɪmˈplɔɪ] – [ɪmˈplɔɪd]

Exercise 5. Read the words, pay attention to the letter combinations which can be pronounced as the diphthong [ɔɪ].

oi – [ɔɪ]: oil, boil, soil, coin, spoil, 'poison, ex'ploit, choice, voice, a'void, coil, join, moist, 'moisture, point, ap'point, 'boisterous;

oy – [ɔɪ]: boy, toy, joy, coy, de'stroy, en'joy, em'ploy, troy, an'noy.

Exercise 6. Read the words, pay attention to the articulation of the consonants [tʃ, dʒ].

[tʃɒp] – [tʃɔ:k] – [tʃɔɪs]	['ti:tʃə]	[dʒɔɪ] – [dʒeɪn] – [dʒʊn]	['vɪlɪdʒ]
[tʃɪp] – [tʃi:z] – [tʃeɪz]	['lektʃə]	[bædʒ] – [beɪdʒ] – [gɔ:dʒ]	[tʃeɪndʒ]
[ɪntʃ] – [i:tʃ] – [eɪtʃ]	['strʌktʃə]	[edʒ] – [peɪdʒ] – [lʌvndʒ]	[dʒʌdʒ]

Exercise 7. Read the words, pay attention to the letter combinations which can be pronounced as the consonant [tʃ].

ch – [tʃ]: change, chance, chalk, chase, chuck, 'teacher, punch, inch, bench, such, which, peach, much, bunch, lunch;

tch – [tʃ]: fetch, watch, clutch, Dutch, witch, catch, match, hatch, latch, pitch;

ture – [tʃə]: 'feature, 'nature, 'pasture, 'literature, 'signature, 'venture, ad'venture, 'picture, 'furniture, 'lecture.

Exercise 8. Read the words, pay attention to the letters and letter combinations which can be pronounced as the consonant [dʒ].

g – [dʒ]: George, surge, large, 'gorgeous, 'forgery, page, rage, stage, cage;

dg – [dʒ]: edge, hedge, badge, Dodge, 'lodging, budge, 'budget, 'fidget, judge;

j – [dʒ]: Jane, June, Ju'ly, joy, join, en'joy, 'jealous, 'jesture, 'jelly, jazz, jeep, jump, jerk, jam, pa'jamas, 'jingle, job, jet, 'jungle, just, 'junction, 'junior, 'justice, jog, jail.

Exercise 9. Read the words and sentences, pay attention to the articulation of the diphthongs [ɪə], [ɛə] and [ʊə].

[nɪə]	[klɪə]	[mɛə]	[kɛə]	[tʊə]	[kjʊə]	[pɪə] – [pɛə] – [pʊə]
[hɪə]	[bɪə]	[bɛə]	[hɛə]	[pjʊə]	['dʒʊəriŋ]	[ʃɪə] – [ʃɛə] – [ʃʊə]
[dɪə]	[tɪə]	[dɛə]	[stɛə]	[dʒʊəl]	['rʊərəl]	[fɪə] – [fɛə] – [fʊəl]

['wɛər ɪz \mɛəri || ʃɪ· ɪz ɪn hɜ: 'ru:m ,ʌp\stɛəz ||]

['wɛər ə· ðə \tʃɛəz || ðeɪ ə· \hɪə || 'ɑ: ðeɪ 'nɪə ðə /kɪtʃn teɪbl || 'jes ðeɪ \ɑ: ||]

['snʊ ə'pɪəz ɪn /dʒænjʊəri | ənd ,dɪsə'pɪəz ɪn \mɑ:tʃ ɪn ðɪs pɑ:t əv jʊərəp ||]

Exercise 10. Read the words, pay attention to the letter combinations which can be pronounced as the diphthong [ɪə].

e + re – [ɪə]: here, mere, 'merely, sin'cere, sphere, ad'here, but **there** [ðɛə], **where** [wɛə], **were** [wɜ:];

ee + r – [ɪə]: cheer, sneer, deer, beer, ,engi'neer, ca'reer, ,nomi'neer, peer, sheer, ,pio'neer, fleer;

ea + r – [ɪə]: ear, dear, near, fear, clear, tear, gear, hear, beard, a'ppear, disa'ppear.

Exercise 11. Read the words, pay attention to the letter combinations which can be pronounced as the diphthong [ɛə].

ai + r – [ɛə]: air, hair, pair, fair, 'fairy-tale, chair, a'ffair, re'pair, stairs, ,up'stairs, ,down'stairs, des'pair;

a + re – [ɛə]: glare, mare, stare, care, fare, pare, dare, com'pare, spare, rare, de'clare, pre'pare, 'parents, scare, share.

Exercise 12. Read the words, pay attention to the letter combinations which can be pronounced as the diphthong [ʊə].

oo + r – [ʊə]: poor, 'poorly, moor, 'moorhen, boor, 'boorish;

ou + r – [ʊə]: tour, 'tourist, dour, 'bourdon, 'bourbon, gourd, 'gourmand;

u + re – [jʊə]: cure, 'curious, pure, 'purity, 'mural, ma'ture, 'bureau, en'dure, mure;

u + r + vowel – [ʊə] after [r], [l], [dʒ]: 'rural, 'jury, 'juror, 'plural, sure (an exception).

Exercise 13. Read the words, pay attention to the articulation of the triphthongs [aʊə] and [aɪə]:

[ʃaʊə]	[paʊə]	[aʊə]	[laɪə]	[faɪə]	[waɪə]
[taʊə]	[flaʊə]	[saʊə]	[aɪən]	[haɪə]	[traɪəl]
[taʊəl]	[vaʊəl]	[kaʊəd]	[dʒaɪənt]	[taɪə]	[daɪəl]

[taɪd] – [taɪəd]	[daɪ] – [daɪə]	['aɪlənd] – ['aɪələnd]
[laɪn] – [laɪən]	[kwaɪt] – [kwaɪət]	[waɪd] – [waɪəd]

Exercise 14. Read the words, pay attention to the letter combinations which can be pronounced as the triphthongs [aɪə] and [aʊə].

i/ y + re – [aɪə]: hire, fire, wire, tired, re'tire, sa'tire, en'tire, tyre, pyre;

ia– [aɪə]: dial, 'diadem, 'diagram, 'dialect, 'diagnose, bias, liar, via, vial, trial, triad, giant, briar;

ow + vowel – [aʊə]: 'bowel, 'bower, 'cower, 'coward, 'dowel, 'dower, 'flower, 'towel, 'power, 'shower, 'rowan.

Exercise 15. Read the words.

Poison, beard, prepare, poor, flour, dialogue, language, question, avoid, serious, stare, sour, diamond, subject, pink, lion, tower, tourist, affair, steer, employ, pier, square, fire, page, century, fear, fare, compare, clear, mere, cheerful, air, ear, annoy, point.

Exercise 16. Underline the word with a different vowel sound in a stressed position.

Model: *hot* *hold* *gone* *swan*

- | | | | |
|------------|--------|---------|---------|
| 1. black | want | mad | hand |
| 2. worry | sorry | gone | honest |
| 3. country | spouse | tough | double |
| 4. eight | height | weight | ache |
| 5. case | lake | name | care |
| 6. wound | would | wool | foot |
| 7. pain | plain | said | wait |
| 8. here | where | there | vary |
| 9. soap | hope | sold | soup |
| 10. won | son | song | comfort |
| 11. tear | bear | near | ear |
| 12. verb | serve | clerk | verse |
| 13. what | hot | most | salt |
| 14. honey | hockey | money | nothing |
| 15. chair | pair | near | their |
| 16. new | dew | sew | few |
| 17. foot | look | blood | push |
| 18. hut | cut | put | nut |
| 19. want | wax | wash | swap |
| 20. crew | screw | blew | sew |
| 21. rude | luck | run | but |
| 22. calm | call | cause | core |
| 23. pause | aunt | laugh | clasp |
| 24. right | fight | written | bind |
| 25. leave | beach | bread | clean |
| 26. gasp | fast | last | lamb |
| 27. mock | cold | gold | sold |
| 28. chief | piece | peace | steak |
| 29. meet | legal | mental | lean |
| 30. fist | first | fit | glimpse |
| 31. low | slow | gown | grow |
| 32. move | prove | love | lose |
| 33. said | sad | ass | add |
| 34. many | penny | tennis | nanny |
| 35. stock | stroll | doll | fond |
| 36. broad | road | coat | goat |
| 37. neat | lead | head | beam |
| 38. foot | boot | cook | took |
| 39. pirate | quiet | wire | tyre |
| 40. moon | cool | shoe | blood |
| 41. edit | effort | enter | evening |

42. bull	pull	full	stuff
43. threat	dealt	meant	team
44. poor	door	floor	oar
45. bury	burn	birth	hurt
46. sponge	tongue	god	ton
47. spread	break	great	steak
48. group	soul	soup	cougar
49. work	worm	worn	world
50. unit	ultra	union	use
51. earn	earth	heart	earl
52. house	sound	couple	loud
53. flour	hour	sour	tour
54. cure	sure	cushion	pure
55. rhythm	type	rhyme	dry
56. grind	grin	grill	spill

Exercise 17. Underline the word with a different number of syllables.

Model: *snakes* *sheep* *foxes* *cats*

1. likes	wants	talks	washes
2. biology	construction	October	temporal
3. maintain	remain	neighbour	labourer
4. wanted	walked	saved	brushed
5. assert	arrested	consist	insist
6. age	aim	aid	away
7. chicken	chocolate	afternoon	different
8. better	never	ever	contrary
9. bicycle	binary	biography	microphone
10. about	around	asleep	asked
11. music	beauty	fluent	ache
12. Bible	while	mild	mine
13. fourteen	forty	hundred	eleven
14. chewing	stupid	unit	forgotten
15. coinage	poison	spoil	annoy
16. builds	rebuild	builder	building
17. pulpit	pullover	pudding	somewhere
18. superior	period	ingenious	opinion
19. supermarket	waterfall	holiday	hairdresser
20. colour	courage	couple	strange
21. theatre	sphere	gear	beard
22. school	texts	over	sports
23. monthly	publish	double	thoroughly
24. alien	pierce	zero	obvious
25. need	speed	kneel	indeed
26. pause	towards	always	audience

27. parents	unaware	compare	various
28. width	wicked	think	stick
29. hostage	horrible	goddess	goggle
30. curiosity	purify	tournament	mountaineer
31. illegal	insight	issue	income
32. gondola	gossamer	colleague	contrary
33. poultry	owner	vogue	dialect
34. elevate	verify	effort	element
35. harden	hardship	harmony	harvest

Exercise 18. All the words or expressions in each group have the same number of syllables. Underline the stress in a different place.

Model: October November December January

- | | | | |
|---|-------------------------|----------------------|----------------------|
| 1. Saturday | holiday | tomorrow | yesterday |
| 2. I'd love to! | What's the time? | Thanks a lot! | Don't forget! |
| 3. morning | fifty | fifteen | August |
| 4. A piece of cake. | See you later. | I spoke to John. | The shop was closed. |
| 5. He told me. | I like it. | She finished. | Close the door. |
| 6. achievement | instantly | conclusion | construction |
| 7. Go to bed! | Don't worry! | What's the time? | Fish and chips. |
| 8. table | tourist | tunnel | today |
| 9. mistake | famous | become | remove |
| 10. You are welcome! | Come and see. | Yes, of course. | What's your name? |
| 11. Who told you? | Don't worry. | No problem. | Take the book. |
| 12. It isn't true. | I'll see you soon. | No, it isn't. | He's not at home. |
| 13. Good morning! | Excuse me! | How are you? | He is here. |
| 14. What do you want? | What time is it? | How do you do? | When does he leave? |
| 15. boyfriend | blackboard | result | greenhouse |
| 16. company | discover | wonderful | beautiful |
| 17. Can you help me?
Was it raining? | Are you from Rome? | Do you like it? | |
| 18. There's a big problem.
Is it time to go? | Would you like a drink? | Do you want to come? | |
| 19. Just a moment.
Pleased to meet you. | A cup of tea. | Where's the station? | |
| 20. What day was it?
How much is it? | How far is it? | Where are you from? | |
| 21. Where were you born?
is coming. | Where do you live? | What do you do? | He |

Exercise 19. Read the sentences, pay attention to the verb *to have* in stressed and unstressed positions. Mind the absence of reduction in the words *any* [eni] and *many* [meni].

1. ['hæv ju· eni /relətɪvz ɪn frɑ:ns || 'jes aɪ \hæv sʌm || aɪ hæv ən 'ɑ:nt ənd hɜ· \fæmɪli ɪn pæris ||]
2. ['nænsɪ 'hæznt eni \kʌznz | /hæz ʃi· || \nɜv | ʃi· hæz \nɒt || ʃi· hæz ə 'ni:s ənd 'tu: \nevju:z ||]
3. ['hæv ðeɪ 'gɒt eni 'bʊks ðn /kemɪstrɪ ɪn ðə laɪbrəri || \jes | ðeɪv 'gɒt \meni ||]
4. ['betʃɪ hæz 'nɜv 'red \pensɪlz ɪn hɜ· penslɒks | /hæz ʃi· || 'jes ʃi· \hæz || ʃi· hæz ə \fju: ||]
5. ['maɪkl hæz meni mɪs\teɪks ɪn hɪz test | /hæznt hi· || 'nɜv hi· hæz \nɒt ||]
6. ['hæv meni ɪg'zæmz hæv ðeɪ 'gɒt ət ði· ənd əv ðə \tɜ:m ||]

Exercise 20. Read the proverbs and rhymes, pay attention to the articulation of the diphthongs and triphthongs.

[w], [ð]

1. Whether the weather is cold,
Whether the weather is hot,
We have got to put up with the weather,
Whether we like it, or not.

[w]

2. When a twister twists him a twist,
For the twisting of his twist he intwists three twines;
But if one of the twines of the twist untwists,
The twine that untwists, untwists the twist.
3. What is in there? – Gold and money.
Where is my share? – The mouse ran away with it.
Where is the mouse? – In her house.
Where is her house? – In the wood.
Where is the wood? – The fire burnt it.
Where is the fire? – The water quenched it.
Where is the water? – The brown bull drank it.
Where is the brown bull? – Behind the hill.
Where is the hill? – All dressed in snow.
Where is the snow? – The sun melted it.
Where is the sun? – High, high up in the sky.

[ɪ]

4. A good beginning makes a good ending.
5. Seeing is believing.
6. Spades for digging, pens for writing,
Ears for hearing, teeth for biting,
Eyes for seeing, legs for walking,
Tongues for tasting and for talking.

[ɒ]

7. Little boys, rosy girls,
Come and buy my little toys.

[dʒ]

8. June brings tulips, lilies, roses,
Fills the children's hands with posies.
Hot July brings cooling showers,
Apricots and gillyflowers.

[tʃ]

9. How much wood would a woodchuck chuck
If the woodchuck could chuck wood?
It would chuck as much wood as the woodchuck could chuck
If the woodchuck could chuck wood.
10. If white chalk chalks on a black blackboard
Will black chalk chalk on a white blackboard?

[ɪə]

11. Mere wishes are silly fishes.
12. He that has ears to hear let him hear.
13. Speak of a person, and he will appear,
Talk of a devil, and he will be near.
14. Tommy's tears and Mary's fears
Will make them old before their years.
15. Oh, dear, see here, see here!
Oh, dear, you don't hear that we greatly fear
For we can't stay here.
But you don't hear, oh, dear!

[æ]

16. He who spares the rod spoils the child.

17. Little Bears

(by Polly Dale)

Once two little brown bears
Found a pear-tree full of pears;
But they could not climb up there
For the trunk was smooth and bare.
"If I only had a chair",
Said the elder brown bear,
"I would get the biggest pear
That is hanging in the air"
"If you do not soil my hair",
Said the younger little bear,
"I will serve you as a chair
And you can get the biggest pear".

[ʊə]

18. Time is the best cure.
19. What can't be cured must be endured.

[aʊə]

20. An hour in the morning is worth two in the evening.

[aɪə]

21. Fire and water are good servants but bad masters.

22. Fire! Fire! said Mrs Dyer,
Where? Where? said Mrs Dare,
Up the town, said Mrs Brown,
Any damage? said Mrs Savage,
None at all, said Mrs Hall.

Exercise 21. Read the special questions, mind their intonation.

['wɒt 'kʌlər ɪz jɔː \wɪntə kɜːt ||] ['huːz \njuːspeɪpər ɪz ðɪs ||]
['huː ɪz 'fɒnd əv \mjuːzɪk ||] ['waɪ 'ɑːnt juː 'ɪntrəstɪd ɪn \ɑːts ||]
['wen ɑː jɔː 'skuːlmeɪts ət ðə \laɪbrəri ||] ['wɒt ɪz ðə 'fɔːstɪst \æɪnɪməl ||]

Exercise 22. The information in the sentences is given in the concise way. Find out some more information by asking special questions. Work in pairs.

1. The study is crowded with the first-year students.
2. Stacy's younger sister is at the school library now.
3. These interesting books on animals are bought at the nearest book-shop.
4. This TV programme is usually on at 11 o'clock.
5. My friends are always very busy.

Exercise 23. Read the sentences, mind the intonation of the words of parenthesis:

1. *To tell the truth*, he is never late for the train.
2. *No doubt*, they are well-prepared for the test.
3. *I'm sure*, Nelly is out.
4. Lucy's niece is in the orchard, *as far as I know*.
5. *According to your words*, the Smiths are a friendly family.
6. Betty, *you see*, is not married yet.

Exercise 24. Read the compound nouns, mind their word-stress:

Group-mate, newspaper, grandson, stepdaughter, mother-in-law, fellow-student, arm-chair, living-room, vacuum-cleaner, market-place, tape-recorder, grandmother, department-store, merry-go-round, book-case, landscape, motor-cycle, wood-pecker, bread-maker, forget-me-not, bedroom, brother-in-law, book-shelf, schoolchildren.

Exercise 25. Read the sentences, mind the word-stress in compound adjectives.

1. [jɪː ɪz 'veri 'æbs(ə)ntmaɪndɪd || jɪː ɪz ə 'veri 'æbs(ə)ntmaɪndɪd \gɜːl ||]
2. [hiː ɪz 'kaɪnd\hɑːtɪd || hiː ɪz ə 'kaɪndhɑːtɪd 'jʌŋ \mæn dʒuːlɪ ||]
3. [\dʒeɪn | ðeɪ ɑː 'nɒt ət 'ɔːl 'wel\bred || ðeɪ ɑːr 'ɪlbred \tʃɪldrən ||]
4. ['ɑːr 'æɪsn ənd 'sjuːzɪ 'hɑːd/wɜːkɪŋ || 'ɑː ðeɪ 'hɑːdwɜːkɪŋ /stjuːd(ə)nts ||]
5. [wiːɑːr 'iːzɪ\gɜːvɪŋ | /ɑːnt wiː || 'jes wiː\ɑː || wiːɑːr 'iːzɪgɜːvɪŋ \piːpl ||]

GRAMMAR

THE VERB TO HAVE

The verb **to have** means *to possess*.

e.g. I have a lot of questions.

He has a new car.

She has a weak heart.

I have got a headache.

He has got a big house.

The present forms of the verb to have:

I	have (got) haven't got don't have	We You They	have (got) haven't got don't have
He She It	has (got) hasn't got doesn't have		

The past form of the verb to have:

I He She It	had (got) hadn't got didn't have	We You They	had (got) hadn't got didn't have
----------------------	--	-------------------	--

The **negative** and the **interrogative forms** can be formed in two ways.

The verb **to have** is used with the auxiliary verb **do** for habitual actions:

e.g. Does he often have headaches? – Yes, he does.

When there is not this idea of habit, the **have got** form is used in British English, whereas the **do** forms are used in American English:

e.g. Can you explain it to me? Have you got time? (Br.E.)

Can you explain it to me? Do you have time? (Am.E.)

INDEFINITE PRONOUNS

Some and **any** mean “an indefinite number or amount”.

Some is used with affirmative verbs:

e.g. We bought some butter.

In interrogative and negative sentences **some** is changed into **any** or **no**. However, **some** remains unchanged in offers and requests or when the question or negation doesn't concern the part of the sentence containing **some**:

e.g. Would you like some tea?

Could you do some translating for me?

She couldn't understand some of my questions.

Any is used with negative verbs and in questions, with words *hardly*, *barely*, *scarcely*, *without* (= *with no*):

e.g. *Have you got any French books?* – *I haven't got any French books.*
 – *I have no French books.*

We have hardly any sugar in the house.

He translated the text without any difficulty/ with no difficulty.

In affirmative sentences **any** means “it doesn't matter who, what or which”:

e.g. *You can take any book.*

Some, **any**, **every** and **no** combine with nouns or adverbs to form compound pronouns or adverbs:

person	object	place	manner
<i>someone/somebody</i>	<i>something</i>	<i>somewhere</i>	<i>somehow</i>
<i>anyone/anybody</i>	<i>anything</i>	<i>anywhere</i>	<i>anyhow</i>
<i>everyone/everybody</i>	<i>everything</i>	<i>everywhere</i>	
<i>no one/nobody</i>	<i>nothing</i>	<i>nowhere</i>	

DEGREES OF COMPARISON OF ADJECTIVES

There are three degrees of comparison:

Positive	Comparative	Superlative
<i>dark</i>	<i>darker</i>	<i>darkest</i>
<i>tall</i>	<i>taller</i>	<i>tallest</i>
<i>useful</i>	<i>more useful</i>	<i>most useful</i>

We use comparative adjectives to compare two or more things or people, and superlative adjectives to distinguish one thing or person from a number of others:

e.g. *Simon is taller than his three brothers.*

Simon is the tallest of the four boys.

One-syllable adjectives form their comparative and superlative degree by adding **-er** and **-est** to the positive form:

e.g. *bright brighter brightest*

Adjectives of two syllables ending in **-er**, **-y**, **-e** or **-ow** usually add **-er**, **-est**:

e.g.

<i>clever</i>	<i>cleverer</i>	<i>cleverest</i>
<i>pretty</i>	<i>prettier</i>	<i>prettiest</i>
<i>silly</i>	<i>sillier</i>	<i>silliest</i>
<i>brave</i>	<i>braver</i>	<i>bravest</i>
<i>narrow</i>	<i>narrower</i>	<i>narrowest</i>

The following spelling rules should be observed:

- adjectives ending in **-y** preceded by a consonant, change the **-y** into **-i** before the endings **-er** and **-est**:

e.g. *heavy heavier heaviest*

But adjectives ending in *-y* preceded by a vowel, remain unchanged:

e.g. *gay gayer gayest*

- monosyllabic adjectives with a short vowel double their final consonants:

e.g. *big bigger biggest*
thin thinner thinnest

But monosyllabic adjectives ending in a double consonant remain unchanged:

e.g. *thick thicker thickest*
fresh fresher freshest

- if adjectives end in *-e*, it is dropped before the ending *-er* and *-est*:

e.g. *pale paler palest*

Adjectives of three or more syllables form their comparative and superlative by putting *more* and *most* before the positive:

e.g. *interested more interested most interested*
frightening more frightening most frightening

Irregular comparisons:

<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther</i>	<i>farthest</i> (of distance only)
	<i>further</i>	<i>furthest</i> (used more widely)
<i>near</i>	<i>nearer</i>	<i>nearest</i> (of distance)
	<i>nearer</i>	<i>next</i> (of order)
<i>good</i>	<i>better</i>	<i>best</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>many/ much</i>	<i>more</i>	<i>most</i>
<i>old</i>	<i>elder</i>	<i>eldest</i> (of people only, chiefly used for comparisons within a family)
	<i>older</i>	<i>oldest</i> (of people and things)
<i>late</i>	<i>later</i> (refer to time)	<i>latest</i> (“most recent”)
	<i>latter</i>	<i>last</i> (of order)

If two equal things are compared, we use *as ... as* in the affirmative sentences and *not as/ not so ... as* in the negative sentences:

e.g. *The boy was as tall as his elder brother.*

The reference book isn't so expensive as the dictionary.

GRAMMAR EXERCISES

Exercise 1. Say if you or the members of your family have these things.

Model: *My brother has got an iPhone. – I haven't got an iPhone.*

a car, a private house, a dish-washer, a piano, cable TV, a pet, a CD-player, a motorbike, rollerblades, skis, designer jeans, a tent, a camera, a briefcase.

Exercise 2. Make up dialogues according to the model.

Model: *Pete/ notebook*

- *Has Pete a notebook?*
- *Yes, he has. It's his notebook.*
- *Are you sure it's his?*
- *Yes, it's Pete's notebook.*

1. Jean/ CD player. 2. Dan/ goldfish. 3. Mike/ computer. 4. Kate/ passport. 5. Sue/ new coat. 6. Linda/ camera. 7. Ken/ 2 children. 8. The Browns/ car. 9. Carol/ newspaper. 10. you/ guitar.

Exercise 3. Say what people have got if they are fond of such things.

Model: *I/ football – I'm fond of football. I've got a ball, running shoes and many photos of famous footballers.*

1. Steve/ English. 2. We/ music. 3. Helen/ rollerblading. 4. David/ playing computer games. 5. Tony/ cooking. 6. You/ reading books. 7. Carolin/ photography. 8. Jenny/ portrait painting. 9. Michael/ cycling. 10. Andrew and Tom/ animals.

Exercise 4. Make up questions to get the following answers.

- | | |
|---|--|
| 1. You/ camera | 1. Yes, I'm fond of photography. |
| 2. You/ cousins | 2. I've got 5 cousins on my mother's side. |
| 3. He/ pets | 3. Yes, he is fond of animals. |
| 4. They/ on the desk | 4. They have some pens, copy-books and text-books. |
| 5. She/ brothers | 5. No, she is an only child. |
| 6. You/ much money | 6. I have enough to have a bite at our buffet. |
| 7. She/ mistakes | 7. Yes, she is bad at spelling. |
| 8. They/ many friends | 8. Yes, they are very communicative. |
| 9. You/ in your bag | 9. Nothing. It's empty. |
| 10. You/ many stamps in your collection | 10. No, I'm just a beginner. |

Exercise 5. Answer the questions as in the model.

Model: *Will you make my favourite salad? (cucumbers, tomatoes and carrots)*
– *Sure thing. I have some cucumbers, tomatoes and carrots.*

1. Will you make me sweet tea? (sugar, honey)
2. Would you show me your photos? (new ones)
3. Will you show me your hamster? (pictures of it)
4. Will you bring us something to eat? (sandwiches)
5. Would you help me with my homework? (free time)
6. Will you give me something to drink? (orange juice)
7. Will you teach me how to make cakes? (easy recipes)
8. Will you give me something to read? (exciting stories)
9. Would you write a report on animals? (interesting ideas)

10. Will you give me something to put down Mary's address? (paper)
11. Will you find some information on wild cats? (books on this topic)
12. Will you tell me more about your interesting town? (interesting information)

Exercise 6. Respond to the statements as in the model.

Model: Let's wash the clothes. – I'd love to but I have not any washing powder.

1. Let's go to the Zoo. (time)
2. Let's take a taxi. (money)
3. Let's post a letter. (stamps)
4. Let Mary plant carrots. (seeds)
5. Let the child have a drink. (juice)
6. Let's go camping. (sleeping bags)
7. Let's make a chocolate cake. (cocoa)
8. Let Peter write this report. (information)
9. Let's watch a film. (electricity in the house)
10. Let the children draw pictures. (colour pencils)
11. Let's go to the cocktail party. (high-heeled shoes)
12. Let the children have a swim in the lake. (bathing suits)

Exercise 7. Respond to the statements as in the model.

Model: I'd like to bake a cake. – That's a pity, we have no eggs.

1. I need to rub out a mistake. (eraser)
2. She wants to write an essay. (ideas)
3. I'd like to wash my hair. (shampoo)
4. I need to brush my teeth. (toothpaste)
5. He wants to water the flowers. (water)
6. He wants to sing in the concert. (voice)
7. They want to do some painting. (paper)
8. They want to go hitch-hiking. (backpacks)
9. She'd like to make a new dress. (suitable cloth)
10. I'd like to order a pizza. (pizza house in our town)
11. I need to send Mike an e-mail. (access to the Internet)
12. I want to translate the word from Japanese. (dictionary)

Exercise 8. Ask questions using the suggested words.

Model: Peter is eager to do sports. (sneakers) – Has he got any sneakers?

1. She has a toothache. (pills)
2. They are hungry. (sandwiches)
3. I have a day off. (housework to do)
4. She is a music teacher. (adult pupils)
5. Susan is out of town. (news from her)
6. My brother is eager to buy a car. (money)

7. I want to take up a new hobby. (free time)
8. Nina is fond of collecting stamps. (rare stamps)
9. I want to look fashionable at the party. (new clothes)
10. They are first-year students. (problems with English)
11. He is interested in modern art. (pictures by modern painters)
12. My sister likes the works by Joan Rowling. (books in the original)

Exercise 9. Fill in the blanks using *some, any, no, a (an)*.

1. I don't eat __1__ meat. I'd like __2__ fruit instead.
2. What colour shall we paint the walls? – __3__ colour will do.
3. Let's buy __4__ sweets. – I have hardly __5__ money.
4. Don't go out without __6__ umbrella. It's raining.
5. The teacher doesn't like __7__ talking in class. – What does he do if __8__ of his students break the rule?
6. She asks if we have __9__ questions. Of course, we have __10__, but we are not sure if she can answer __11__ of them.
7. I can give you __12__ paper if you want. – No, thank you. I have __13__ paper in the drawer, but I have __14__ ink.
8. __15__ doctor will tell you alcohol is bad for your health.
9. Would you like __16__ milk in the coffee? – No, I don't want any.
10. Every dress looks nice on you. You can buy __17__ of them.
11. We need more sugar. There isn't __18__ left.
12. I need __19__ napkins. Are there __20__ in your bag?
13. Fancy a drink? – There is __21__ champagne in the bottle.
14. Have __22__ more vegetables. – No, thank you. I don't want __23__ more vegetables. Is there __24__ steak left?
15. __25__ people find learning foreign languages more difficult than others.
16. I like __26__ modern art.
17. Is there __27__ juice left? – You'll find __28__ in the fridge.
18. Have you __29__ spare pen? – I have __30__ pens at all. I have only pencils.
19. I have __31__ new camera. – Have you taken __32__ interesting photos? – Not yet. I have __33__ film.
20. We haven't __34__ plump tree in our garden. We have __35__ apple trees.

Exercise 10. Fill in the blanks using *somebody, something, anybody, anything, nobody, or nothing*.

1. Is there __1__ in the room? – It is dark there. I think there is __2__ there.
2. There is __3__ about this place that frightens me.
3. __4__ has left the umbrella behind. Do you know __5__ about its owner?
4. I'm so thirsty. I'll drink __6__.
5. Can I help you? – No, thank you. There is __7__ you can do for me now.
6. I'm so bored. Give me __8__ to do.
7. We've invited only our group-mates to the party. Does __9__ else want to come?
8. There is never __10__ worth buying in this shop.
9. Why was everybody silent at the meeting? – __11__ knew what to say.
10. I was at the exhibition of modern art. – Did you see __12__ you know?

11. There is __13__ wrong with my computer. Do you know __14__ who can put it right?
12. I'm sure there is __15__ upstairs. Can you hear __16__?
13. If you find out __17__ about her, let us know.
14. The task is so easy that almost __18__ can cope with it.
15. All doctors say there is __19__ wrong with me. But I feel __20__ is wrong with my lungs.
16. I don't want __21__ to join me. There is __22__ to do there together.
17. __23__ can participate in the exhibition.

Exercise 11. Translate the sentences into English.

1. – У Вас є якісь домашні тварини? – Так, ми маємо декілька курчат та корову.
2. – Давай приготуємо щось перекусити. У нас є якісь продукти у холодильнику? – Ми маємо декілька яєць та сир.
3. У тебе є щось цікаве почитати? Мені так нудно, бо нема чого робити.
4. Це пальто занадто дороге. У Вас є щось дешевше?
5. – Випий трохи кави. Ти дуже сонний. – Я нічого зараз не хочу.
6. Вибирай будь-яку сукню. У мене їх багато.
7. Якщо щось не так із твоїм комп'ютером, попроси мого старшого брата його відремонтувати.
8. У нього є декілька картин цього художника, але він нічого не знає про їхню історію. У тебе є якась інформація про них?
9. – У мене є декілька цікавих фільмів. Давай заїдемо до мене та переглянемо один із них. – Шкода, але в мене немає часу.
10. Вам немає про що хвилюватися. Вона – талановита акторка.

Exercise 12. Fill in the gaps using the verbs *to be*, *to have*.

- It __1__ my room. Come in, please.
- Oh, it __2__ light and big.
- It __3__ a room for 4 students so it __4__ four beds in it.
- __5__ you satellite TV?
- Yes, it __6__ very good for my Ukrainian.
- What channels __7__ it?
- A lot. I __8__ fond of soccer, you know and my favourite ones __9__ sports channels.
- You __10__ lucky.
- Yes, I __11__. But I __12__ no time to watch TV now.

Exercise 13.

A. Fill in the gaps using the verbs *to be*, *to have*.

My hobby __1__ stamp collecting. I __2__ three thick books of stamps and my collection __3__ bigger than any of my classmates'. I __4__ a lot of friends both here and in other lands who send me stamps. My parents __5__ in the habit of buying me stamps wherever they are.

Now when I __6__ a University student I do not have as much time as before to spend on my collection. But in the evening when my homework __7__ ready and I __8__ a little spare time I __9__ fond of looking through my stamps. Each of them __10__ its own story to tell of far lands and their people. So I can see different men and women, flowers and birds, historic places and beautiful landscapes when I __11__ just comfortable in my arm-chair at home.

B. Make up a similar story about your hobby.

Exercise 14.

A. Make up sentences.

Model: Mat/ to have breakfast/ at half past 7 – Mat has breakfast at half past 7.

1. Kate/ to have a game of tennis/ after classes
2. I/ to have a nap/ in the afternoon
3. Dick/ to have a bath/ in the evening
4. Emily and Allan/ to have tea/ at 11
5. Claude/ to have a shower/ in the morning
6. We/ to have a ride/ on Saturday morning
7. Meggy/ to have a rest/ before bedtime
8. Polly and Pat/ to have a meal in a restaurant/ on Sunday evening
9. Simon/ to have a walk/ after supper
10. Matthew/ to have a trip/ on holiday

B. Say if you or your best friend do/ does or don't/ doesn't do the same.

Model: I have breakfast at half past 7, too. My friend doesn't have breakfast at half past 7. He has it at 8.

C. Ask your fellow students if they do the same. If their answer is positive, ask them questions to get some additional information about it.

Model: Do you have breakfast in the morning? When do you have breakfast? Where do you have breakfast? Who has breakfast with you?

Exercise 15. Fill in the gaps.

1. My father isn't at work. He is at home. He __1__ a terrible headache.
2. She is a new comer in our town. She __2__ not many acquaintances.
3. – __3__ you __4__ any difficulties in English? – No, I am good at this language.
4. – The door is locked. – Don't worry. I __5__ a key.
5. – He is at the dentist's. – __6__ he __7__ a toothache?
6. He is fond of cycling but unfortunately he __8__ no bicycle.
7. __9__ you always __10__ breakfast? – I'm a heavy sleeper and I __11__ not __12__ enough time to cook it.
8. She __13__ not a husband. She is single.
9. – Are you free tonight? – Yes, I __14__ not __15__ much work to do.

10.– __16__ your cousin any books by S. Sheldon? – Yes, she __17__. It's her favourite writer.

Exercise 16. Translate the sentences.

A.

1. Саймон лежить у ліжку. У нього сильна простуда.
2. Я – не єдина дитина у сім'ї. У мене дві сестри.
3. Він – студент факультету іноземних мов. Він має багато підручників з англійської мови.
4. – У тебе є запасна ручка? – Так. – Дай мені її, будь-ласка. Моя – поламана.
5. – Скільки кімнат має Ваша родина? – Три. – А в тебе є твоя власна кімната?
6. – У твого брата є ноутбук? – Так. – Це його? – Ні, його знаходиться вдома.
7. У них є чудовий сад. Вони зараз там. Там дуже приємно проводити час у літній спекотний день.
8. У Вас є його адреса? Йому необхідно написати листа.
9. – Скільки у Вас родичів за кордоном? – Усі мої родичі з України.
10. Вона – моя улюблена письменниця. У мене є всі її романи.

B.

1. – Давай поведемо. – Вже пізно. Я ніколи не вечеряю після шостої години.
2. – Чому у тебе немає власного ключа? – Моя мама – домогосподарка. Вона зазвичай знаходиться удома.
3. – Ти приймаєш теплий чи холодний душ увечері? – Зазвичай я приймаю ванну.
4. – Вони зараз в Індії. – А вони часто подорожують улітку? – Так. Це їх хоббі.
5. – Чому вона лежить у ліжку? – Вона завжди дримає після обіду. Вона все ще слабка після хвороби.
6. – Я захоплююся фотографією. – А в тебе є фотоапарат? – Так, але він дуже старенький.
7. – Давай поїдемо на прогулянку машиною за місто на вихідних. – Я хотів би, але в мене немає вільного часу.
8. Чому ти нерегулярно харчуєшся? Ось чому ти маєш проблеми із своїм здоров'ям.
9. – У мене є кілька шоколадних цукерок. Давай вип'ємо кави. – Я не п'ю каву увечері.
10. – Чому у тебе немає англо-українського словника? – У мене є електронний словник. Їм дуже зручно користуватися.

Exercise 17. Give the comparative and superlative forms of the following adjectives.

pleasant, careful, clear, polite, clever, big, heavy, little, far, serious, funny, old, good, important, difficult, high, fast, early, short, thick, narrow, enjoyable, easy, loud, late, near, expensive, slow, cheap, thin, dangerous, cold, bad, bold, pretty, calm, attractive, thick, sour, convenient, strong

Exercise 18. Complete the sentences using the comparative forms of the adjectives from the box.

<i>clean</i>	<i>distinct</i>	<i>cold</i>	<i>comfortable</i>	<i>enjoyable</i>	<i>good</i>	<i>legible</i>
	<i>difficult</i>	<i>thin</i>	<i>sharp</i>	<i>nervous</i>	<i>important</i>	

1. I like to sleep in the bed. It's much _____ than the sofa.
2. My Granddad prefers to live in the countryside. He says it's _____ than in the city.
3. It's a good day to lie in the sun and swim in the river. Yesterday the weather was _____.
4. I can't cut tomatoes with this knife. It is blunt. – Take that one. It's _____.
5. It took me two hours to do Physics yesterday. – Is it _____ for you than other subjects?
6. Can you give me your notes of the lecture? Your handwriting is _____ than Pete's.
7. This dress is tight on you but it will fit Lucy perfectly. She is _____ than you.
8. Today you seem to be _____ than ever. What's up?
9. I don't like this concert. I expected it to be _____.
10. I think Bill can't recite this poem. Let Jim do it. His speech is _____.
11. Now he understands that good health is _____ than money.
12. I think Vicky can explain this process to you. She is _____ at Chemistry than I am.

Exercise 19. Support or challenge the statements.

Model: *Ukrainian is easier than Latin. – I don't agree. Ukrainian is more difficult than Latin.*

1. English is more interesting than Latin.
2. Linguistics is more difficult than Computer Studies.
3. Foreign Literature is more boring than English.
4. Theory of Education is more important than Life Protection.
5. History is the most enjoyable of all the subjects.
6. Physical Training is the most exciting of all the subjects.

Exercise 20. Give your opinion about the hobbies. Use the adjectives from the box.

Model: *Playing computer games is more boring than rollerblading. Watching films is the most boring of all.*

<i>interesting</i>	<i>boring</i>	<i>exciting</i>	<i>important</i>	<i>easy</i>	<i>difficult</i>	<i>boring</i>	<i>enjoyable</i>
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Playing computer games, dancing, surfing the Internet, rollerblading, listening to music, partying, doing sports, watching films.

Exercise 21. Complete the sentences using the superlative forms of the adjectives from the box.

<i>short</i>	<i>happy</i>	<i>boring</i>	<i>good</i>	<i>popular</i>	<i>near</i>	<i>expensive</i>
	<i>cheap</i>	<i>tall</i>	<i>silly</i>	<i>long</i>	<i>difficult</i>	

1. I will never forget that day. It was _____ day of my life.
2. I can't afford to stay at this hotel. It's _____ in the town.
3. Which is _____ month of the year?
4. I'm very ashamed. It's _____ thing I have ever done.
5. This young man has a great future. He is _____ football player in the team.
6. Though it is _____ restaurant in the city, the dishes are very tasty here.
7. The Congo River is _____ river in the world.
8. It is necessary to take a taxi. The _____ shop is a long distance from here.
9. Let Paul gather some cherries from the tree. It will be easy for him. He is _____ of us.
10. Was it easy for you to take that decision? – No, it was _____ decision I had ever had to make.
11. I don't want to see that film. Mike says it is _____ film of all he has seen.
12. What is _____ sport in the world?

Exercise 22. Open the brackets using the adjectives in the comparative or superlative form.

1. I think they will lose without her. She is (fast) runner in their team.
2. Though she is (young) than her sister, she is much (tall).
3. We can't afford even (cheap) computer in this shop. Its price is too high for us.
4. Is Everest (high) mountain in the world?
5. This test seems to be (easy) than the previous one. The students made (few) mistakes.
6. It's much (quiet) to live in the suburbs than in the centre.
7. What is (short) way to get from the railway station to your place?
8. You'll never get bored with him. He is (witty) student in our group.
9. We need a (big) room than this one. There are not enough desks for all the pupils.
10. Be (careful) next time or you will hurt yourself easily.
11. I'm afraid we can't offer you a (small) size. That's (small) we have.
12. The lemon is much (sour) than the tangerine.

Exercise 23. Open the brackets using the adjectives in the comparative or superlative form.

1. She was (late) to come to the party.
2. We waited for (far) explanation.
3. My (old) sister is 5 years (old) than me.
4. What is (far) planet from the Sun?
5. Today the boss is (late) than usual.
6. Can you tell me where (near) bus stop is?
7. Betty is (old) of us. She is already 16.

8. What is (late) news?
9. Which hostel is (near) to the university: Hostel 3 or Hostel 4?
10. I seldom buy vegetables and fruit at the green grocer's. It is (far) from my house than the market, so I usually go there.
11. Our country is rich in oil and coal. The (late) is mined in the Eastern part.
12. Get off at (near) bus stop but two.

Exercise 24. Paraphrase the following sentences.

Model: Margaret is more intelligent than Paula. – Paula is not so (as) intelligent as Margaret.

1. John is friendlier than Joan.
2. My friend is taller than me.
3. Phil is more serious than Pete.
4. The cat is smaller than the dog.
5. Our teacher is stricter than theirs.
6. She is more creative than her friend.
7. The students are busier than the pupils.
8. They are more experienced than we are.
9. This book is more interesting than this one.
10. My younger brother is more careless than me.
11. The film is more boring than the performance.
12. The green dress is more expensive than the blue one.

Exercise 25. Agree with the statements. Use the suggested words.

Model: He and his cousin are the same age. (old) – Yes, he is as old as his cousin is.

1. I can trust both Bill and Kate. (trustworthy)
2. My cousin and I each weigh 50 kg. (heavy)
3. The cottage and the flat are the same price. (expensive)
4. Both mother and father work hard. (hard-working)
5. Betsy and Mary have both excellent marks in Maths. (good at)
6. I enjoyed both: the detective story and the historical novel. (exciting)
7. I am usually bored at the lectures in Geometry and Algebra. (boring)
8. My uncle and my aunt have been working at the same plant as engineers for 15 years. (experienced)
9. These two patients are seriously ill. (weak)
10. The students and their teachers have too much work today. (busy)
11. Susan and Kate have just been working in the kitchen-garden. (tired)
12. These two buildings are both five-storied. (high)

Exercise 26. Compare the following using the adjectives from the box.

Model: *This shop is as far from our house as this supermarket.*

popular dangerous tall famous expensive difficult high big heavy long

- 1) the History exam/ the Biology exam
- 2) Nick/ father
- 3) our school/ our block of flats
- 4) the hotel room/ the lodging
- 5) her hair/ his hair
- 6) your bedroom/ their living room
- 7) the bag/ the suitcase
- 8) football/ hockey
- 9) the wolf/ the lion
- 10) the singer/ the artist

Exercise 27. Agree with the statements using one of the suggested expressions.

Model: *They just can't get on well. They are very different. – Yes, they are as different as chalk and cheese.*

1. The facts are quite clear.
2. He is cruel to his staff.
3. The man is happy and content.
4. Sandy has gained much weight.
5. She can deceive anybody easily.
6. He will never betray my secrets.
7. My uncle never loses his temper.
8. He can't see anything without his glasses.
9. The children haven't eaten anything since morning.
10. He always does something and seldom takes a rest.
11. The child is very awkward and often breaks things unintentionally.
12. Though the man is 50, he is in an excellent state of health and physical condition.

Expressions: *as big as a barn, as blind as a bat, as cunning as a fox, as hard as nails, as clumsy as a bull in a china shop, as busy as a bee, as plain as day, as dumb as an oyster, as happy as a clam, as different as chalk and cheese, as fit as a fiddle, as cool as a cucumber, as hungry as a bear.*

Exercise 28. Compare these people.

Model A: Chris is younger than Simon. He isn't so young as Adam, though. Adam is the youngest of all.

Name	Chris	Adam	Simon
Age (old)	24	23	27
Height (tall)	1,77 m	1,80 m	1,85 m
Weight (heavy/light)	76 kilos	70 kilos	73 kilos

Model B: Adam is happier than Simon. Adam is as happy as John. But they are not as happy as Chris. He is the happiest of all.

	Adam	Simon	Chris	John
Happy	**	*	***	**
Hard-working	*	**	***	**
Smart	***	**	**	*
Polite	***	**	*	**
Cheerful	*	***	**	**

Exercise 29.**A. Fill in the gaps using the suitable form of the adjectives.**

We are a company of 4. I'm 18 years old and I'm (young) of my friends. Sally is as (old) as Jill. Cathy is (old) but she is (short) of us.

We are the members of the same class. We study foreign languages: French and German. For me French is (easy) than German but it's (difficult) for Sally. Jill is (good) at languages. It's a pity, Cathy is not so (good) at these subjects as we are but she is (hard-working) and her marks are getting (good) and (good).

I'm fond of my class-mates. We are (friendly) of all.

B. Make up a similar story about your small company.**Exercise 30. Translate the sentences into English.****A.**

1. Хто у Вашій родині найталановитіший?
2. Допоможи мені нести зелену сумку. Вона важча, ніж чорна.
3. Давай купимо котедж. Правда, він дорожчий, ніж квартира, але він більш комфортабельний.
4. Лютий – найкоротший місяць у році.
5. З Кейт цікавіше, ніж із Елізабет. У неї чудове почуття гумору. Елізабет трохи нудна.

6. 21 червня – найдовший день у році. А який найкоротший?
7. Я впевнена, що ця вправа легша, ніж попередня.
8. Візьми цю книжку. Вона найзахоплююча з усіх, що є у моїй домашній бібліотеці.
9. Сьогодні діти спокійніші, ніж завжди. Що трапилось?
10. Дешевші речі справді гірші, ніж дорожчі?
11. З ним дуже легко спілкуватися. Він найбільш комунікабельний з моїх друзів.
12. Це найстаріший замок у країні, чи не так?

Б.

1. Він – найвищий з нас усіх, але за віком ми однакові.
2. На скільки років твоя старша сестра за тебе старша?
3. Де найближчий комп'ютерний центр?
4. Ця сукня – останній писк моди. Чому вона найдешевша з усіх?
5. Яка подальша інформація щодо цієї проблеми?
6. Гуртожиток № 5 знаходиться найдалі від усіх інших гуртожитків, але він найбільш комфортабельний.
7. Олена та Марія дуже схожі. Олена така ж струнка, як і Марія. Вони обидві світловолосі. Вони сестри?
8. Я боюся робити це. Я не такий сміливий, як ти.
9. Мої найкращі друзі – Біл та Стів. Останній є моїм одногрупником.
10. Він часто запізнюється на уроки і завжди останній заходить до класу перед дзвінком.
11. Це завдання менш складне, але більш цікаве.
12. Це – останній вечірній потяг. Наступний буде уранці.

TEXT

MY BEST FRIEND HELEN

This is my friend. Her name is Helen. She is in her mid teens. She is from Scotland. Helen is a tall pretty girl. She is easy-going and good-hearted.

Helen is keen on reading. It's a pity she has no time for books now as she is very busy with her studies.

Helen has a lot of relatives. She is a regular visitor to her aunt's home and is on good terms with her cousins.

I'm sure, Helen is my best companion. She is always ready to help me when I'm at a loss. I am happy to have a talk with her.

VOCABULARY NOTES

1. to be – знаходитися

e.g. Helen is upstairs.

Are your books on the table?

to be in – inside or into a building, especially your home or the place where you work [\neq out]

e.g. I'm afraid Mr Stewart isn't in at the moment.

to be out – not at home; away from your home, office etc, especially for a short time [≠ in]

e.g. *Did anyone call while I was out?*

My children are out at the moment.

to be from – used to say where someone was born, where they live, or where they work

e.g. *I'm from Wales (=I was born in Wales).*

to be off – away from a place

e.g. *Her husband was off on a business trip somewhere.*

I must be off now (=I must leave).

2. regular [only before noun] – постійний, систематичний

e.g. *Regular exercise helps keep your weight down.*

Paul is one of the bar's regular customers.

3. a talk – розмова

e.g. *After a long talk, we decided to leave the place.*

to have a talk

e.g. *John, I'd like to have a talk with you.*

We must have a talk about your plans.

4. keen *adj.* – зацікавлений

e.g. *a keen footballer*

to be keen on

e.g. *Daniel's very keen on tennis.*

5. busy – зайнятий

e.g. *She's busy now – can you phone later?*

a busy mother of four

busy with

e.g. *Wendy is busy with her report at the moment.*

busy doing something

e.g. *Wendy is busy writing her report at the moment.*

to keep sb busy – to make sb busy

e.g. *There are lots of toys to keep the kids busy.*

6. to be at a loss – бути розгубленим

e.g. *When her son finally left home, Emily felt completely at a loss.*

be at a loss to do something

e.g. *Detectives are so far at a loss to explain the reason for his death.*

7. sure – упевнений

e.g. *Are you sure that is Ann's cousin?*

Are you sure that you know how to get there?

to be sure of

e.g. He wasn't even sure of his decision.
Carla says she is very sure of her love for Tony.

IDIOMS

be all talk: someone who is all talk talks a lot about what they intend to do, but never actually does it.

be the talk of the town/ Paris, etc: someone who is the talk of the town has done something bad, shocking, exciting etc and everyone is talking about them.

talk is cheap: used to say that you do not believe someone will do what they say.

TEXTWORK

Exercise 1. Do the following tasks on the text.

A. Find the word or the word-combination in the text which means:

1) to come from; 2) to be nearly 15; 3) to be friendly and kind; 4) to be a fan of; 5) to visit sb often; 6) to get on well with sb; 7) friend; 8) to chat; 9) to be willing to do sth

B. Translate these words and word-combinations into Ukrainian. Contextualize them.

C. Transcribe the words with the phonemes:

1) [□] & [i:]; 2) [e] & [æ]; 3) [ɑ:] & [ʌ]; 4) [ɒ], [ɔ:] & [ʊ].

Exercise 2. Read the text. Support or challenge the following statements.

1. The girl's name is Helen.
2. Helen is 19.
3. She is from Great Britain.
4. Helen is a tall, beautiful girl.
5. She is communicative and kind.
6. Helen is fond of reading.
7. She has much free time so she reads a lot.
8. She has a lot of family members.
9. Helen often comes and sees her granny.
10. She doesn't get on well with her cousins.

Exercise 3. Ask your partner about Helen.

Model: *mid teens/ early teens – Is Helen in her mid teens or early teens?*

– She is in her mid teens.

1. Scotland/ Italy
2. Tall/ short
3. Pretty/ plain
4. Good-hearted/ evil-hearted
5. Good mixer/ bad mixer
6. Keen on films/ books

7. Many relatives/ few relatives
8. Her aunt's home/ her granny's home
9. Nephews/ nieces
10. Fellow-student/ best companion

Exercise 4. Introduce Helen to your fellow-student.

Exercise 5.

A. You need to introduce your fellow-student. Collect the information using the tips from the previous exercise.

B. Introduce your fellow-student.

Exercise 6. Tell your partner about these people.

Model: Sue (16, student, pretty, clever) – This is Sue. She is a student. She is sixteen. Sue is pretty and clever.

1. Becky (pupil, 14, calm, selfish)
2. Mrs Nelson (doctor, 50, elegant, bossy)
3. Lily (student, 17, funny, optimistic)
4. Mr Dickson (dentist, 52, moody, boastful)
5. Phillip (farmer, 44, hard-working, confident)

VOCABULARY PRACTICE

Exercise 1. Fill in the correct word from Vocabulary notes.

1. – Helen __1__ in, isn't she? – I __2__ afraid she __3__ not. In fact she is __4__ on a business trip. – That's a pity, I'd like to __5__ a talk with her. I __6__ really at a loss and I __7__ sure she can help me. – I __8__ sorry she __9__ busy now.
2. – You know, your friend Nick is always __10__ doing crosswords. Is he really __11__ on them? – Yes. I __12__ sure he is good at it.
3. __13__ you often off? – Yes, but I am not against it. I am __14__ on travelling.

Exercise 2. Paraphrase the following sentences using Vocabulary notes.

1. My friend comes from England. But he often visits this country because he likes our nature. Besides, his hobby is beekeeping and he often goes to different exhibitions.
2. My father spends a lot of time at work. No doubt, he likes his job, but he often goes to other places on business. I miss him when he is not at home.
3. It is so interesting to talk with Helen. She knows a lot because she likes reading. Besides, she always helps me if I have a problem.

Exercise 3. Translate the following sentences.

1. – Де Пітер? – Його немає вдома. – Він на роботі? – Ні, він у саду. – Чим він зайнятий? – Він збирає яблука.

2. – Це твій друг? – Так. Це Микола. – Звідки він? – Він з Америки. – А чим він зайнятий в Україні? – Він захоплюється бджільництвом, яке дуже популярне в нашій країні. Він частий відвідувач виставок бджільництва. – А ти захоплюєшся цим? – Правду кажучи, не дуже. Я впевнений, що спорт – набагато цікавіше хобі.

3. – Ти впевнена, що його немає вдома? – Так, його немає у місті. Він у відрядженні. А чому ти такий стурбований? – Я розгублений і не знаю, що робити.– Він звичайно повертається о шостій. Приходь і поговориш з ним. – Дякую.

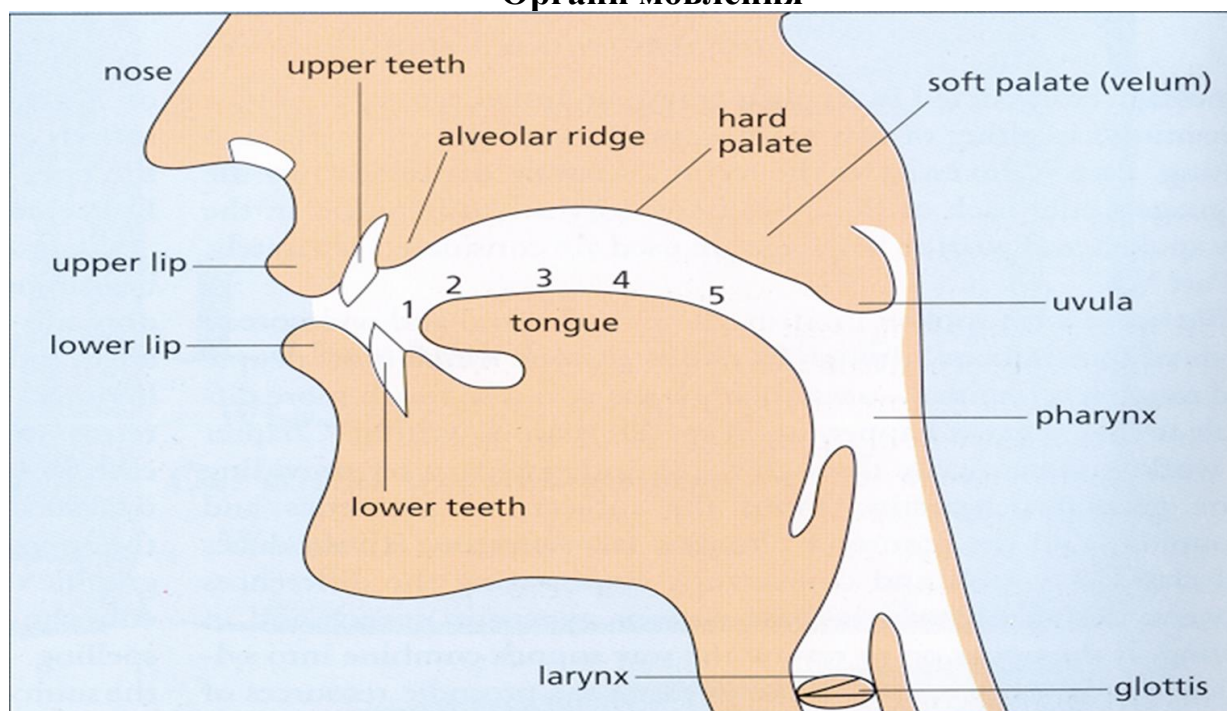
ДОДАТКИ

РОЗДІЛ 1

ФОНЕТИКА: Органи мовлення. Звуки [t], [d], [n], [k], [g], [s], [z], [θ], [ð], [p], [b], [m], [l], [e], [ɪ], [f], [v], [j], [ə]. Палаталізація. Твердий приступ. Латеральний вибух. Словесний наголос. Редукція. Асиміляція. Інтонація та її компоненти. Низький низхідний ядерний тон. Низький висхідний ядерний тон. Інтонація стверджувальних речень та загальних питань.

ФОНЕТИКА

Органи мовлення



Мовленнєвий апарат людини складається з таких частин:

- a) діафрагма
- b) легені
- c) бронхи
- d) трахея
- e) гортань
- f) голосові зв'язки
- g) голосова щілина
- h) глотка
- i) ротова порожнина
- j) носова порожнина
- k) піднебіння:
 - альвеоли
 - тверде піднебіння
 - м'яке піднебіння
 - анатомічний язичок

- l) язик:
 - 1. кінчик язика
 - 2. лезо язика
 - 3. передня частина язика
 - 4. задня частина язика
 - 5. корінь язика
- m) верхні та нижні зуби
- n) верхня та нижня губи
- o) нижня щелепа

Коли ми видихаємо, потік повітря з легенів через бронхи потрапляє до трахеї. У верхній частині трахеї, гортані, знаходяться дві еластичні м'язові складки, які розташовані горизонтально і зветься голосовими зв'язками. Вони можуть змикатися та розмикатися, утворюючи голосову щілину. Голосові зв'язки, за звичай, зімкнені та вібрують, коли ми вимовляємо голосні звуки та дзвінки приголосні. При вимовлянні глухих приголосних голосові зв'язки розімкнені та не вібрують. Вище над гортанню є порожнина, що зветься глоткою. З глотки потік повітря рухається до ротової чи носової порожнини.

В ротовій порожнині знаходиться такі органи мовлення: язик (кінчик та лезо, передня та задня частини, корінь язика), піднебіння (альвеоли, тверде та м'яке піднебіння, анатомічний язичок), губи (верхня та нижня), зуби (верхні та нижні). М'яке піднебіння, що переходить в анатомічний язичок, може рухатись, опускаючись та підіймаючись. Коли воно підняте, анатомічний язичок торкається задньої стінки глотки, перекриваючи шлях повітря до носової порожнини, і потік повітря рухається до ротової порожнини. Якщо ж м'яке піднебіння та анатомічний язичок опущені вниз, то повітря рухається до носової порожнини, так як анатомічний язичок змикається з задньою частиною язика, не дозволяючи повітря проходити до ротової порожнини.

Якість звуку залежить від органів мовлення, які задіяні в його артикуляції. Розрізняють активні та пасивні органи мовлення. До активних органів мовлення відносять ті, котрі рухаються (глотка, голосові зв'язки, язик, губи). Вони можуть займати різноманітні положення щодо пасивних органів мовлення (зубів, альвеол, твердого піднебіння).

[t], [d] – передня частина язика піднята вгору, кінчик язика торкається альвеол, утворюючи повну перешкоду, яка з силою (так званим вибухом) зноситься потоком повітря. Звук [t] вимовляється з аспірацією (придиханням), яка втрачається після звука [s].

[n] – передня частина язика піднята вгору, кінчик язика торкається альвеол, утворюючи повну перешкоду. М'яке піднебіння опущене донизу і повітря, що видихається, проходить через носову порожнину.

[k], [g] – задня частина язика піднята вгору і торкається м'якого піднебіння, утворюючи повну перешкоду. Повітря, що видихається, зносить перешкоду з вибухом. Звук [k] вимовляється з аспірацією, яка втрачається після звука [s].

[s], [z] – передня частина язика піднята вгору, кінчик язика знаходиться поблизу альвеол, але не торкається їх. Повітря, що видихається, проходить через щілину між альвеолами та кінчиком язика.

[θ], [ð] – язик розслаблений і займає горизонтальне положення в ротовій порожнині, кінчик язика знаходиться між зубами. Повітря, що видихається, проходить через щілину, утворену між кінчиком язика та верхніми зубами.

[p], [b] – щільно зімкнені губи утворюють повну перешкоду, яка з силою зноситься потоком повітря. Звук [p] вимовляється з аспірацією, яка, за звичай, втрачається після звука [s].

[m] – щільно зімкнені губи утворюють повну перешкоду для потоку повітря. М'яке піднебіння опущене донизу і повітря, що видихається, проходить через носову порожнину.

[ɪ] – передня частина язика піднята досить високо до твердого піднебіння, кінчик язика знаходиться біля нижніх зубів, губи злегка розтягнуті.

[e] – середня частина язика піднята до твердого піднебіння, кінчик язика знаходиться біля нижніх зубів, губи злегка розтягнуті.

[ɹ] – кінчик язика притиснутий до альвеол, повітряні потоки проходять вздовж бокових ліній язика; звук вимовляється пом'якшено перед голосними звуками та приголосним [j].

[f], [v] – нижня губа торкається верхніх зубів; повітря з шумом проходить через щілину, утворену між нижньою губою та верхніми зубами.

[j] – середня частина язика піднята до твердого піднебіння, кінчик язика опущений вниз.

[ə] – нейтральний ненаголошений звук з відсутньою чіткою артикуляцією, має два варіанти: один – близький до [e] (на початку та в середині слова), інший – до [ʌ] (в кінці слова); язик плаский і займає положення посередині ротової порожнини, губи знаходяться в нейтральній позиції. Будь-яка англійська літера, що утворює голосний звук, в ненаголошеній позиції може вимовлятися як [ə].

Наприклад: 'cinema – ['sɪnɪmə], po'tato – [pə'teɪtəʊ], 'conduct – ['kɒndʌkt].

Палаталізація – це пом'якшена вимова англійських приголосних звуків перед голосними звуками переднього ряду [i:], [e], [ɪ] та приголосним [j] завдяки тому, що середня частина язика піднята вгору до твердого піднебіння.

Твердий приступ – це глухий звук, що утворюється голосовими зв'язками в результаті їх швидкого зімкнення перед початком коливань.

Латеральний вибух – вимовлення звука [l] як вибухового після [t, d, p, b, k, g] та відсутність голосного в звукових комбінаціях [tl, dl, pl, bl, kl, gl].

Словесний наголос – це виділення в слові одного чи кількох складів завдяки більшій інтенсивності та чіткості їх вимови, а також висоті тону. Ставиться перед наголошеним складом: ['benɪ], ['dentɪst].

Редукція – це зміна кількісної та якісної характеристики голосних звуків у ненаголошеній позиції, яка знаходить своє вираження у зменшенні довготи звучання, трансформації голосного у нейтральний звук [ə] чи його зникнення загалом.

Асиміляція – це фонетичний процес взаємодії приголосних звуків, що знаходяться поряд, який призводить до зміни їх якісних характеристик (повного чи часткового уподібнення один одному).

Інтонація – це поєднання мелодики мовлення, фразового наголосу, темпу мовлення та тембру голосу, що надає змогу виразити певні думки.

Отже, мелодика, темп мовлення, фразовий наголос та тембр голосу є компонентами інтонації.

Мелодика мовлення – це зміна висоти основного тону.

Фразовий наголос – це виділення окремого слова чи слів у реченні або фразі. Як правило, синтаксично значимі слова завжди наголошені, а службові – ненаголошені.

Темп мовлення – швидкість, з якою вимовляються слова в реченні чи фразі. Наголошені слова вимовляються довше, а ненаголошені – швидше.


Тембр голосу – особливе забарвлення голосу.

Кожне речення може складатися з однієї або кількох інтонаційних груп.

Інтонаційна група – це слово або кілька слів, поєднаних певною інтонацією та відносною смисловою завершеністю. Кінець кожної окремої інтонаційної групи при інтонуванні позначається однією вертикальною лінією I, кінець речення – двома вертикальними лініями – II. Інтонування – це графічне зображення в інтонаційній рамці зміни тону голосу в межах інтонаційної групи. Наголошені склади лексично значущих слів позначаються горизонтальними лініями, всі ненаголошені склади – крапками. Останній наголошений склад кожної окремої інтонаційної групи несе на собі основний (ядерний) тон.

Інтонаційна рамка

Низький низхідний ядерний тон – починається з середньої висоти тону голосу і поступово знижується до низького тону. Типовий для емоційно нейтральних стверджувальних, наказових, окличних речень та спеціальних питань.



Низький висхідний ядерний тон – починається з найнижчого тону і поступово підіймається вище до середнього тону голосу. Типовий для некатегоричних тверджень, прохань, загальних питань та частин речення, що утворюють окрему інтонаційну групу і семантично тісно пов'язані з наступною.



Стверджувальні речення (емоційно нейтральні) вимовляються з низьким низхідним ядерним тоном.

Наприклад: [mɪsɪz 'wɪlsən ɪz ə \dɒktə]

Загальні питання вимовляються з низьким висхідним ядерним тоном :

Наприклад: ['ɪz mɪsɪz 'wɪlsən ə \dɒktə]

РОЗДІЛ 2

ФОНЕТИКА: Звуки [æ], [i:], [ɑ:], [z:], [ɒ], [zʊ], [ʊ], [u:], [h], [ɜ:]. Носовий вибух. Втрата вибуховості. Пряме звертання на початку речення. Низький низхідно-висхідний тон. Інтонація наказових речень. Інтонація розділових питань.

ФОНЕТИКА

[æ] – язик займає низьку позицію в ротовій порожнині, кінчик язика знаходиться біля нижніх зубів, під час артикуляції звуку нижня щелепа енергійно рухається вниз.

[i:] – передня частина язика піднята високо до твердого піднебіння, кінчик язика знаходиться біля нижніх зубів, губи розтягнуті. Під час артикуляції цього голосного звуку язик рухається вперед та вгору.

[ɑ:] – язик знаходиться низько в ротовій порожнині, задня частина язика злегка піднята до м'якого піднебіння, кінчик язика відтягнутий від нижніх зубів. Губи в нейтральній позиції, рот широко відкритий.

[z:] – кінчик язика знаходиться біля нижніх зубів, середня частина язика піднята до твердого піднебіння, губи в нейтральному положенні.

[ɒ] – кінчик язика відтягнутий від нижніх зубів, задня частина язика піднята до м'якого піднебіння, губи округлені.

[zʊ] – це дифтонг, що складається з двох частин: ядра та кінцевого елемента. Щоб вимовити ядро, необхідно тримати кінчик язика біля нижніх зубів, середню частину язика злегка підняти (так само як для звуку [z:]). Для завершення артикуляції дифтонга рухаємо язик вгору та назад.

[ʊ] – кінчик язика відтягнутий від нижніх зубів, задня частина язика піднята високо до м'якого піднебіння, губи округлені.

[u:] – кінчик язика відтягнутий від нижніх зубів, задня частина язика піднята високо до м'якого піднебіння, губи округлені. Під час артикуляції цього голосного звуку язик рухається назад та вгору.

[h] – гортань звужена, утворюючи неповну перешкоду, повітря, що видихається, проходить через щілину, утворену стінками гортані.

[ɜ:] – задня частина язика піднята до м'якого піднебіння, кінчик язика відтягнений від нижніх зубів, губи заокруглені.

Носовий вибух – це вимовлення носових звуків [m] and [n] як вибухових після [t], [d], [p], [b], [k], [g] та відсутність голосного в утворених звукових комбінаціях.

Наприклад: 'mitten – ['mitn], 'garden – ['gɑ:dn]

Втрата вибуховості відбувається, коли два вибухових приголосних стоять поряд. При цьому один з них (як правило, перший) вимовляється без вибуху.

Наприклад: ['get tə ðə \siti ||]

Низький низхідно-висхідний кінцевий тон може поширюватися на один склад, два склади, що стоять поруч, чи мати певну кількість ненаголошених складів між його частинами. Він починається з середньої висоти тону, поступово знижується, а потім знову здійснюється вище.

Пряме звертання на початку речення наголошене і утворює окрему інтонаційну групу.

Коли воно вимовляється з **низьким низхідним** тоном, то звучить досить формально та серйозно.

Наприклад: [ˈnelɪ | 'gʒv tə jɔː ˈsi:t ||].

Вимовлене з **низьким висхідним** тоном, пряме звертання не є таким офіційним, а більш характерним для дружньої розмови, особливо якщо наступна інтонаційна група також вимовляється з **низьким висхідним** тоном.

Наприклад: [ˌnelɪ | 'gʒv tə jɔː ˌsi:t ||].

Пряме звертання на початку речення може також вимовлятися з **низьким низхідно-висхідним** кінцевим тоном, який може припадати на один склад:

ˌ ; на склади, що знаходяться поряд: ˌ ; мати певну кількість ненаголошених складів між складами, що несуть низький низхідний та низький висхідний тон: ˌ...ˌ , ˌ...ˌ.

Наприклад: [ˌneɪlɪ | 'gʒv tə jɔː ˈsi:t ||]

[ˌnemɪlɪ | 'zʊrən ðə ˈdɔː ||]

[ˌsæm | 'brɪŋ ðə ˌbʊk ||]

Наказові речення, що вимовляються з **низьким низхідним ядерним** тоном, виражають наказ.

Наприклад: ['klɜːz ðə ˌbʊk ||].

Наказові речення з **низьким висхідним ядерним** тоном виражають ввічливе прохання.

Наприклад: ['klɜːz ðə ˌbʊk ||].

Розділові питання поділяються інтонаційно на дві інтонаційні групи (синтагми), перша з них, яка є твердженням, вимовляється з **низьким низхідним** тоном, а друга – з **низьким висхідним**.

Наприклад: [ɪts ˌfɒg | ˌznt ɪt ||]

РОЗДІЛ 3

ФОНЕТИКА: Звуки [eɪ], [aɪ], [r], [ʃ, ʒ], [ʌ], [aʊ]. Поєднуюче [r]. Пряме звертання в середині та в кінці речення. Інтонація альтернативних питань. Словесний наголос. Числівники. Дієслово *to be*.

ФОНЕТИКА

[eɪ] – щоб вимовити ядро дифтонга, необхідно тримати кінчик язика біля нижніх зубів, передню частину язика злегка підняти до твердого піднебіння, але не дуже високо. Для завершення артикуляції дифтонга рухаємо язик вгору та вперед.

[aɪ] – щоб вимовити ядро дифтонга, необхідно тримати кінчик язика біля нижніх зубів, відтягнувши його трішки назад, передню частину язика злегка

підняти до твердого піднебіння, але не дуже високо. Для завершення артикуляції дифтонга рухаємо язик вгору та вперед.

[r] – кінчик язика піднятий до задньої частини альвеол, м'яке піднебіння підняте вгору і повітря виходить через щілину між кінчиком язика та задньою частиною альвеол.

Поєднуюче [r] – звук вимовляється в позиції між голосними.

[j, ʒ] – кінчик та лезо язика знаходяться близько до задньої частини альвеол, передня частина язика піднята високо до твердого піднебіння. М'яке піднебіння підняте вгору і повітря виходить через ротову порожнину.

[ʌ] – задня частина язика піднята до м'якого піднебіння, кінчик язика відтягнений від нижніх зубів, губи в нейтральній позиції, або злегка розтягнуті.

[aʊ] – щоб вимовити ядро дифтонга, необхідно тримати кінчик язика біля нижніх зубів, відтягнувши його трішки назад, передню частину язика злегка підняти до твердого піднебіння, але не дуже високо. Для завершення артикуляції дифтонга рухаємо язик вгору та назад.

Пряме звертання в середині речення не наголошується і не утворює окремої інтонаційної групи, але часто ділить це речення на дві окремі інтонаційні групи. Пряме звертання, в такому разі, відноситься до попередньої інтонаційної групи, яке може вимовлятися з низхідним чи висхідним ядерним тоном.

Наприклад: [ˌsteɪ benɪ | ə bɪt \ˌbɒŋə ||]

[ˌklɪm luːsɪ | ɪn ði \iːvniŋ ||]

Пряме звертання в кінці речення не наголошується і не утворює окремої інтонаційної групи, а продовжує інтонацію даної синтагми.

Наприклад: [ˌklɪm tə ðə 'steɪfɪn ət \faɪv steɪsɪ ||]

[ˈwɪl juː rɪ'maɪnd miː əbaʊt ɪt \leɪtə denɪ ||]

Альтернативні питання утворюють, як правило, дві інтонаційні групи, про цьому перша інтонаційна група вимовляється з низьким висхідним ядерним тоном, а друга – з низьким низхідним ядерним тоном.

Наприклад: [ˈɪz ðɪs ə \teɪbl | ɔː r ə \desk ||]

[ˈɪz ðə'buːk \θɪn | ɔː \θɪk ||]

Словесний наголос

Є два види словесного наголосу в англійській мові: **основний** та **другорядний**. Вид і місце словесного наголосу залежить від кількості складів у слові. В односкладових та значнішій частині двохскладових слів є основний наголос, який падає на перший склад: 'ten, 'stay, 'sister, 'water. Другий склад, як правило, несе основний наголос у двохскладових словах з префіксами, що втратили своє значення: a'gain, a'prove, be'fore, be'gin, con'clude, con'tent, for'get, for'give, a'rise і т.д., з суфіксами -ee, -eer, -esque: ca'reer, gro'tesque та в деяких французьких запозиченнях: po'lice, ma'chine.

У багатоскладових словах (три і більше склади) основний наголос падає на третій склад з кінця (у дієсловах не рахується закінчення -ed та -ing, якщо вони утворюють додатковий склад): 'family, 'primary, 'comedy, 'demonstrate, 'demonstrated, 'classify, 'classifying, 'realize.

У багатоскладових словах із суфіксами -sion, -tion є два наголоси: другорядний та основний. Третій склад з кінця несе другорядний, а склад, що передує суфіксу -sion, -tion, несе основний наголос: *con'gratulate* – *con,gratu'lation*, *'dedicate* – *,dedi'cation*. Склад з суфіксом -ee, -eer, -esque перебирає на себе основний наголос, в той час як третій склад з кінця слова – другорядний: *,nomi'nee*, *,engi'neer*, *,pictu'resque*.

У словах англійської мови може бути один основний, два основних, або поєднання другорядного та основного наголосів.

Словесний наголос у числівниках

Похідні та складені числівники мають два основних наголоси: *'thir'teen*, *'four'teen*, *'fif'teen*, *'six'teen*, *'seven'teen*, *'eigh'teen*, *'nine'teen*; *'twenty-'one*, *'thirty-'five*, *'seventy-'three*, etc.

Дієслово *to be* зазвичай наголошується на початку, в кінці речення та коли воно об'єднуються з запереченням.

Наприклад: ['ɪz lɪl ɪn || 'jes ʃiː \ɪz || ʃiː 'ɪznt \aʊt ||]

РОЗДІЛ 4

ФОНЕТИКА: Звуки [w], [ŋ], [ɔɪ], [tʃ], [dʒ], [ɪə], [ɛə], [ʊə], [aʊə], [aɪə]. Інтонція спеціальних питань. Ввідні слова. Словесний наголос у складених іменниках та прикметниках.

ФОНЕТИКА

[w] – задня частина язика піднята до м'якого піднебіння, кінчик язика відтягнений від нижніх зубів, губи округлені та витягнуті вперед. Але губи не витягуються вперед, якщо за цим звуком слідує звук [z:]

[ŋ] – кінчик язика знаходиться біля нижніх зубів, задня частина язика піднята і торкається м'якого піднебіння, яке опущене донизу. Потік повітря через ротову порожнину перекритий і воно виходить через носову порожнину. Рот широко відкритий.

[ɔɪ] – щоб вимовити ядро дифтонга, необхідно відтягнути кінчик язика від нижніх зубів, задню частину язика підняти до м'якого піднебіння, губи заокруглити. Для завершення артикуляції дифтонга рухаємо язик вперед та вгору.

[tʃ], [dʒ] – спочатку кінчик язика притиснутий до задньої частини альвеол, утворюючи повну перешкоду, яка змінюється на неповну під час вимовляння другого елементу звука, оскільки кінчик язика рухається від альвеол, а передня частина язика підіймається до твердого піднебіння.

[ɪə] – щоб вимовити ядро дифтонга, необхідно тримати кінчик язика біля нижніх зубів, передню частину язика підняти до твердого піднебіння, для завершення артикуляції дифтонга рухаємо язик назад та вниз.

[ɛə] – щоб вимовити ядро дифтонга, необхідно тримати кінчик язика біля нижніх зубів, передню частину язика злегка підняти до твердого піднебіння, для завершення артикуляції дифтонга рухаємо язик назад.

[ʊə] – щоб вимовити ядро дифтонга, необхідно підняти задню частину язика високо до м'якого піднебіння, відтягнувши кінчик язика від нижніх зубів. Для завершення артикуляції дифтонга рухаємо язик вперед та вниз.

[aʊə, aɪə] – трифтонги, що являють собою комбінацію дифтонга та нейтрального звука [ə].

Спеціальні питання зазвичай вимовляються з низьким низхідним тоном, що є типовим для емоційно нейтрального мовлення.

Наприклад: ['wen α· ju· \bɪzɪ ||]

Ввідні слова – це слово чи група слів, що виражають ставлення чи судження (згоду, незгоду, сумнів і т.д.), ставляться на початку, в середині чи в кінці речення і виділяються на письмі комою.

Наприклад: ['ɑ: ðeɪ ɪn ðə \kɒntrɪ aɪ wɒndə ||]

Ввідні слова на початку речення наголошені, утворюють окрему інтонаційну групу і звичайно вимовляються з низьким висхідним тоном, хоча низький низхідний тон можливий також. Коли вони тісно пов'язані зі змістом наступних слів речення, то можуть утворювати з ними одну інтонаційну групу.

Наприклад: [ɪn maɪ ə'pɪnjən | ðə 'klɑ:sru:m ɪz \speɪʃəs ||]

[aɪ 'daʊt ju·wɪl \help mɪ· ||]

Ввідні слова в середині речення не наголошені, не утворюють окремої інтонаційної групи, але розбивають дане речення на дві окремі інтонаційні групи, приєднуючись до першої з них та продовжуючи її інтонацію.

Наприклад: [hɜ: \neɪbəz | ɪ·z |ʊə | α·r ɪn ðə \kɒntrɪ naʊ ||]

Якщо ввідні слова в середині речення поширені та досить незалежні, вони можуть бути наголошеними та утворювати окрему інтонаційну групу, що вимовляється з низьким тоном голосу.

Наприклад: [hɜ: \neɪbəz | ɪ· 'met ðəm ɪn ðə \pɑ:k sevərəl taɪmz | α· 'naɪs \pɪ:pl ||]

Ввідні слова в кінці речення не наголошені, не утворюють окрему інтонаційну групу, а продовжують інтонацію попередньої.

Наприклад: [ðə 'stɔrɪ ɪz 'nɒt \ɪntrəstɪŋ aɪ θɪŋk ||]

Словесний наголос у складених іменниках

Складені іменники, які складаються з двох частин, мають один основний наголос на першій частині: 'stepsister, 'group-mate, 'newspaper, 'grandso. Деякі складені іменники мажуть мати два наголоси: ,ice-'cream, ,week'end, 'father-in-,law та ін.

Наголос у складених прикметниках

Складені прикметники без іменника в постпозиції мають два основні наголоси: 'absent-'minded, 'hard-'working, 'easy-'going.

Складені прикметники з іменником в постпозиції мають лише один основний наголос на першій частині: an 'absent-minded 'girl, a 'hard-working 'person.

Дієслово to have зазвичай наголошується на початку, в кінці речення та коли воно об'єднуються з запереченням.

Наприклад: ['hæv ju·enɪ 'frendz ɪn \lɒndən || 'jes aɪ \hæv || aɪ hæv səm 'frendz ɪn \lɒndən || bət aɪ 'hævnt enɪ ɪn \glæzgzʊ ||]

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