

Дрогобицький державний педагогічний університет імені Івана Франка

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**ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ: завдання для
самостійної роботи**

**Навчальний посібник для самостійної роботи студентів першого
(бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта
(Історія)**

Дрогобич, 2024

Drohobych Ivan Franko State Pedagogical University

Oksana Savchenko

PRACTICAL ENGLISH PHONETICS: tasks for independent work
Study guide for independent work of students of the first (bachelor) level of
higher education, specialty 014 Secondary Education (History)

Drohobych, 2024

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Практична фонетика англійської мови: завдання для самостійної роботи: навчальний посібник для самостійної роботи студентів першого (бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта (Історія). Дрогобич, 2024. 46 с.

Навчальний посібник укладено відповідно до програми навчальної дисципліни «Практична фонетика англійської мови» для підготовки фахівців першого (бакалаврського) рівня вищої освіти галузі знань 01 Освіта / Педагогіка, спеціальності 014 Середня освіта (Історія), освітньої програми Середня освіта (Історія) та англійська мова, затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка. Посібник складається з 6 розділів, які містять фонетичні завдання різного характеру, спрямовані на тренування, закріплення та контроль знань з практичної фонетики англійської мови. Матеріал посібника можна застосовувати як для аудиторної, так і для самостійної роботи, зокрема в заочному та дистанційному навчанні.

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Practical English phonetics: tasks for independent work: a study guide for independent work of students of the first (bachelor) level of higher education, specialty 014 Secondary Education (History). Drohobych, 2024. 46 p.

The study guide was compiled in accordance with the program of the educational discipline “Practical English Phonetics” for the training of specialists of the first (bachelor) level of higher education in the field of knowledge 01 Education / Pedagogy, specialty 014 Secondary education (History), of the educational program Secondary Education (History) and English language, approved by the academic council of Drohobych Ivan Franko State Pedagogical University. The manual consists of 6 chapters, which contain phonetic tasks of various character, aimed at training, consolidating and controlling knowledge of practical phonetics of the English language. The material of the manual can be used both in the classroom and for independent work, in particular in correspondence and distance learning.

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ПЕРЕДМОВА

Навчальний посібник “Практична фонетика англійської мови: завдання для самостійної роботи” призначений для підготовки фахівців першого (бакалаврського) рівня вищої освіти галузі знань 01 Освіта / Педагогіка, спеціальності 014 Середня освіта (Історія), освітньої програми Середня освіта (Історія) та англійська мова, затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка.

Метою посібника є розвиток фонетичної і фонологічної компетентності, а також вмінь читання. Посібник складається із шести частин, кожна з яких пропонує завдання з певної фонетичної проблематики, зокрема: 1. Англійський алфавіт. Називання слів по буквах. Транслітерація українських власних назв англійськими літерами; 2. Голосні та приголосні звуки; 3. Правила читання англійських голосних, приголосних букв, а також голосних, приголосних та змішаних буквосполучень; 4. Наголос у слові. Поділ слова на склади; 5. Фонетичні явища: аспірація, асиміляція, злиття звуків; 6. Фразовий наголос. Інтонація різних типів речень (розповідних, питальних, наказових, окличних, вставних слів, звертань, складних речень).

Завдання посібника укладено логічно та послідовно, починаючи із вправ на розпізнавання і диференціацію букв та звуків, вимову звуків у потоці мовлення, закінчуючи завданнями, спрямованими на формування вмінь правильно інтонувати різні види текстів та свої власні висловлювання. Значна увага приділяється формуванню і вдосконаленню вмінь читання та транскрибування слів, поділу слів на склади, їх наголошуванню.

Запропонована система вправ дозволить організувати як самостійну, так і аудиторну роботу і сприятиме оволодінню студентами навчальним матеріалом з практичної фонетики англійської мови.

PREFACE

The study guide “Practical English phonetics: tasks for independent work” is intended for the preparation of specialists of the first (bachelor) level of higher education in the field of knowledge 01 Education / Pedagogy, specialty 014 Secondary education (History), of the educational program Secondary Education (History) and English language, approved by the academic council of Drohobych Ivan Franko State Pedagogical University.

The purpose of the manual is the development of phonetic and phonological competence as well as reading skills. The manual consists of 6 parts, each of which offers tasks on a certain phonetic issue, in particular: 1) English alphabet. Naming words by letters. Transliteration of Ukrainian proper names in English letters; 2) Vowel and consonant sounds; 3) Reading rules of English vowel and consonant letters, as well as vowel, consonant and mixed letter combinations; 4) Word-Stress. Syllable Division; 5) Phonetic phenomena: aspiration, assimilation, fusion of sounds; 6) Sentence stress. Intonation of different types of sentences (declarative, interrogative, imperative, exclamatory, interjections, address, complex sentences).

The tasks of the manual are laid out logically and sequentially, starting with exercises for recognizing and differentiating letters and sounds, pronouncing sounds in the flow of speech, ending with tasks aimed at forming the ability correctly to intone different types of texts and one's own utterances. Considerable attention is paid to the formation and improvement of the skills of reading and transcribing words, dividing words into syllables and stressing them.

The suggested system of exercises will allow you to organize both independent and classroom work and will help students master the educational material on practical phonetics of the English language.

UNIT 1. English Alphabet. Spelling. Transliteration

Activity 1.

Spell the following words:

Theme, cuisine, tourist, fiancée, gigantic, wander, patience, luggage, zoology, youth, rhythm, queen, psychology, phenomenon, crocodile, recipe, differentiate, disease, European, fascination, injury, cyclist, syllable. savannah, squeeze, dessert, power.

Activity 2.

Name and spell 3 words, starting with each letter of the English alphabet:

Model: “A” is for an apple, an astronomy, an assistant.

Activity 3.

Write sentences which connect you to each letter of the alphabet and your personal experience:

Model:

“A” is for Amsterdam which I am going to visit in the nearest future

“B” is for a bicycle which I like to ride.

Activity 4.

Get divided into two teams. Your task is to make up as many words as you can from the letter in the word:

The words are: education, international, prescription, relationship, personality.

Which team made the most words?

Which team made the longest word?

Activity 5.

Answer the following questions as quickly as possible:

1. Which letter can look at you?
2. Which letter is a vegetable?

3. Which letter can sting?
4. Which letter can you drink?
5. Which letter is two in one?
6. Which letter is the most curious?
7. Which letters are important to mathematicians?
8. Which letter is always waiting in order?
9. Which letter is not me?
10. Which letter do sailors like most of all?

Activity 6.

Transliterate the following Ukrainian proper names:

Київ, Шевченко, Ужгород, Галина, Чернігів, Іван, Євпаторія, Леся, Одеса, Микола, Стус, Немирів, Наталія, Бахмут, Біла Церква, Володимир, Крушельницька, Ярослава, Дрогобич, Жовква, Данило, Хмельницький, Кам'янець-Подільський, Вінниця, Стрий, Чернівці, Кривий Ріг, Марія, Олексій, Грушевський, Суми, Донецьк, Михайло, Йосип, Харків, Куп'янськ, Довженко, Мазепа, Запоріжжя, Чигирин.

Activity 7.

Write and spell:

- a) your personal data, following transliteration rules (your first (Christian) name, middle (patronymic) name and family name (surname));
- b) your address (the name of the street and the city, town or village, you live in;
- c) your parents' and siblings' names.

UNIT 2. English Vowel and Consonant Sounds

Activity 1.

Practise pronunciation of the English vowel sounds in the words:

[ʌ] – up, cup, much, some, love, bun, run, luck, must, bug, bus, lump, hundred, wonder.

[ɑ:] – fast, class, ask, calm, palm, glass; are, car, park, lark, dark, card, hard, garlic, guard.

[æ] – am, than, that, man, cat, bat, hat, dad, rash, land, sand, gallery, rank, black.

[e] – yes, pen, egg, bed, well, set, rent, tent, lend, bend, rest, prep, plenty, bread, weapon, wedding.

[ə:] – her, burn, hurt, work, sir, firm, world, girl, third, thirteen, return.

[ə] – under, teacher, river, around, address, again, servant, second, absent.

[ɪ] – did, it, pit, sit, lip, this, king, ring, slim, fill, film, him, live, pencil, city, sacred, family.

[i:] – be, me, meet, deed, tree, three, he, bee, seed, greed, lead, mean, leave, piece, people.

[ɔ] – not, lot, hot, doll, top, box, fox, song, clock, rock, body, profit, comedy.

[ɔ:] – all, ball, mall, small, fall, talk, walk, lawn, wander; or, port, sport, forty, sort, morning, pour.

[ʊ] – book, cook, took, put, look, hook, good, foot, boot, root, wool, wolf.

[u:] – who, do, bloom, boom, moon, noon, room, food, soon, pull, blue, rude, too, coo, google, balloon.

[aɪ] – dime, lime, time, right, sight, five, ice, eye, guy, lie, die, my, file, smile, life, virus.

[eɪ] – bay, day, May, fame, say, baby, brain, plate, grain, rain, paint, great.

[ɔɪ] – boy, toy, boil, soil, voice, hoist, coin, moist, noise, toil.

[aʊ] – how, now, cloud, loud, trout, mount, couch, count, down, drown, gown, louse, owl, flower, shower, fountain.

[oʊ] – no, go, pony, those, Poland, boat, goat, foam, roam, moan, soap, hotel, motel, show, glow, mow.

[eə] – where, there, mare, care, dare, fare, glare, stare, rare, their, chair, pair, repair.

[ɪə] – dear, clear, ear, tear, cheer, beer, really, here, mere, media, Olympiad, theatre, weary.

[ʊə] – sure, moor, poor, cruel, fuel.

Activity 2.

Practise pronunciation of the English consonant sounds in the words:

[p] – Peter, pen, pencil, pay, pray, puppy, lap, open, lamp, damp, computer, Japan.

[b] – be, bat, ban, bed, bin, brave, bump, biscuit, brown, cab, rob, husband, debate.

[t] – ten, tree, tank, train, tea, meet, faint, grate, late, sit, put, stop, return, tent.

[d] – dad, day, door, desk, Ted, red, mad, fade, world, ladder, cradle, adult, today.

[k] – king, kettle, Kate, cat, cold, car, concert, back, rack, clock, quick, fork, music, anchor.

[g] – go, good, girl, goose, grey, gold, grow, bag, egg, begin, against, reading, song.

[f] – five, fine, flower, fake, fence, fog, forest, from, freeze, safe, shelf, after, café.

[v] – vet, very, cave, save, vegetable, grave, seven, raven, ever, river, pavement.

[θ] – thank, thick, thin, think, thing, three, faith, health, path, teeth, mouth, nothing, therapy.

[ð] – they, this, that, these, those, there, then, mother, breathe, weather, with, together, smoothie.

[s] – see, sit, so, sleep, six, stand, gets, face, place, cycle, glass, hiss, Paris, lesson.

[z] – zync, zoo, goes, maize, nose, rose, noise, gaze, phase, prize, president, amazing.

[ʃ] – she, ship, shave, shame, sharp, sure, fish, cash, English, machine, chef, chute.

[ʒ] – leisure, measure, treasure, pleasure, garage, occasion, casual, regime.

[tʃ] – chess, chain, chair, chest, Charles, children, China, each, beach, teacher, feature, Richard.

[dʒ] – Jane, John, jeans, joke, joy, June, German, gym, generous, age, cage, magic, language, lounge, revenge.

[h] – he, his, help, hand, have, hobby, home, house, heaven, behave, rehearse, unhappy.

[m] – me, my, man, make, many, smoke, camp, come, lamp, swim, warm, grammar.

[n] – name, nest, nine, night, near, green, finish, fan, plane, mend, own, town, Sunday.

[r] – red, run, rose, room, rest, ready, road, tree, dream, frame, very, every, around, correct, direct.

[ŋ] – thing, ring, king, sing, ink, long, boring, flying, hunting, interesting, English.

[l] – late, live, like, love, left, learn, link, yellow, smell, sell, melt, full, play, pool, rail, tail, wall.

[w] – we, will, win, winter, work, wait, waist, water, when, what, white, woman, wave, Wednesday.

[j] – yes, you, yard, yacht, year, yesterday, young, yoghurt, piano, endure, few, stew, super, suit.

UNIT 3. Reading Rules of English letters

Vowels Reading Rules

Activity 1.

Read the following words and define the type of reading of the vowels a, e, i, o, u in four types of stressed syllables. Transcribe them:

Tide, bad, pure, date, tin, care, Pete, verb, stir, Jane, charm, let, garlic, serf, hare, game, mint, luck, turn, rabbit, mere, mat, more, cot, fire, pin, stare, dinner, dare, tired, nurse, manure, site, tone, severe, hand, adverse, smart, did, bird, mode, third, duty, prep, myth, ham, role, we, fix, funny, God, ice, hard, lure, hide, horse, hyper, land, napkin, ore, pal, park, think, rare, girl, torn, Luke, tent, cycle, eve, hire, fir, tiny, man, mercy, shake, pony, nurse, system, tube, here, not, firm, tyre, chase, fit, theme, plump, jog, jump, far, err, dire, verse, gate, blur, fare, third, dome, bare, fort, endure.

Activity 2.

Write these words according to their transcription:

[haʊs]	[trʌk]	[ɔld]
[gə:l]	[tju:b]	[mæn]
[feɪθ]	[frend]	[ˈleɪzə]
[ʃi:p]	[pjuə]	[ˈpju:pɪl]
[sku:l]	[tʃaɪld]	[θɪk]
[tʃɪn]	[ˈkɛmɪstri]	[raɪt]
[dʒi:nz]	[neɪm]	[wə:d]
[ba:n]	[dʒi:n]	[taɪə]
[koun]	[ˈmju:zɪk]	[seɪnt]
[faɪə]	[steə]	[keɪs]

[taɪnɪ]

[mi:l]

[puə]

[pɔ:l]

[sprɪŋ]

[stɔ:m]

Reading rules of English Consonant Letters

Activity 1.

Read the following phonetic drills and explain the rule of reading of consonants -c, g, x and the ending -s or -es:

Cite-cat	taxi-zerox-exist	bags-lads-matches
Gate-gym	face-can	card- cell
Books-lanes-watches	boxes-papers-fans	cage-gas
Text-xylophone-exam	page-gone	exact-fax

Activity 2.

Practise the pronunciation of nouns with the ending -s, -es:

[s]	[z]	[ɪz]
A book – books	a room – rooms	a bus – buses
A lamp – lamps	a spoon – spoons	a face – faces
A plate – plates	a boy – boys	a glass – glasses
A fork – forks	a shoe – shoes	a dish – dishes
A flat – flats	a friend – friends	a watch – watches
A clock – clocks	an apple – apples	a box – boxes

Activity 3.

Practise the pronunciation of the verb ending – (e)s in the third person singular:

[s]	[z]	[ɪz]
Costs	goes	arranges
Eats	does	closes
Drinks	decides	catches

Gets	carries	fetches
Meets	cries	finishes
Invites	lives	judges
Sits	loves	raises
Speaks	means	washes
Puts	rides	advises
Wakes	swims	fixes
Writes	wins	discusses

Activity 4.

Practise the pronunciation of the past simple forms of the regular verbs with the ending –(e)d:

[d]	[t]	[ɪd]
Rained	walked	celebrated
Tamed	used	recited
pulled	pushed	prevented
remembered	checked	wanted
called	laughed	respected
betrayed	wished	waited
prepared	danced	expected
lived	helped	needed

Activity 5

Practise the pronunciation of the definite article –the:

[ðə]	[ði]
The girl	the exam
The teacher	the egg
The continent	the honest man
The desk	the answer

The pencil	the evening
The university	the age
The phone	the X-ray
The European	the Andes
The Ukrainian	the ox

Reading Rules of Vowel Letter-Combinations

Activity 1.

Read the following words, paying attention to the pronunciation of vowel letter-combinations:

Breed, meat, dear, coat, look, juice, sound, route, moon, vain, bread, hear, joy, neutral, giant, field, seize, laugh, break, weapon, soon, cruise, toy, agree, flood, earn, deed, pause, goat, suit, peace, geek, shoulder.

Activity 2.

Practise these phonetic drills:

[e – I – i:]	[æ – ʌ – a:]	[e – æ – ʌ]
Left – lift – leave	hat – hut – hard	bed – bad – bud
Fell – fill – feel	cad – cud – card	beg – bag – bug
Bell – Bill – bean	ham – hum – hard	hand– ham – hunt
At – it – eat	lack – luck – lark	mend – mad – mud
Led – lid – lead	snab – snub – snarl	peck – pack – puck
Set – sit – seat	bat – but – bart	send – sand – sunned
slept – slip – sleep	bad – bud – bard	leg – lag – lug
Ten – tin – teen	jag – jug – jar	ten – tan – to
[ʌ – ɔ – o:]	[ɔ – ɔ: – oo]	
Cud – cod – cord	cot – caught – coat	
Cut – cot – caught	chock – chalk – choke	

Huck – hock – hawk rock – raw – row
Shut – shot – short sod – saw – soda
Stuck – stock – stalk stock – stalk – stroke

Activity 3.

Practise these drills with the contrasted vowel sounds:

Pan-pen	Dead-dad
Bad-bed	tin-teen
Mass-mess	bear-beer
Did-deed	dare-deer
Lid-lead	ship-sheep
Fill-feel	pear-peer
Knit-neat	look-wool

Activity 4.

Read the pairs of words with the same vowel-combination in each pair. Are they pronounced with the same vowel? Mark +, if yes, mark -, if no:

Couple-round	veil-key	client-pie
Pool-blood	autumn-laugh	shield-niece
Friend-yeild	reach-head	liar-trial
Seize-receive	fee-sheep	oak-broad
Law-awful	mew-crew	country-enough
Mean-deaf	early-earth	bruise-juice
Aim-said	plead-meadow	group-poultry
Dead-great	caught-draught	soon-book

Activity 5.

Cross the word which doesn't rhyme:

Pea, sea, tea, tear, me.

Care, dare, fire, fair, pair.

War, car, part, lard, heart,
Cow, now, row, bough, vow.
Priest, beast, rest, feast, least.
Cool, bull, dull, wool, full.
Bread, led, bed, fed, bad.

Activity 6.

Choose the right word to fit the context:

1. My cousin (lives, leaves) in Lviv.
2. His (did, deed) was very honorable.
3. I have (walked, worked) quite a long distance yesterday.
4. She made herself comfortable in her (sit, seat).
5. Look out! Don't (sleep, slip) here!
6. There is a large (pill, pool) behind the house.
7. The (bed, bird) is on the tree.
8. Mum (tested, tasted) the soup to check if it was ready.
9. I (feel, fill) much better today.
10. I must get (read, rid) of this old sofa.
11. These shoes (feet, fit) me well.
12. Don't (bag, beg) him, he won't listen to you.
- 13 This (heat, hit) is unbearable. Let's find some shade.
14. The sailor didn't (sea, see) the shore.
15. Give me a (peace, piece) of cake, please.
16. You should not ignore your main (man) duties.
17. After the (feast, fist) all the guests left.
18. This (pear, pair) tastes so sweet!
19. In late autumn trees become (bare, bear).

Reading Rules of Consonant Letter-Combinations

Activity 1.

Practise the following drills:

[t – s – θ]

Boat – boss – both

Fate – face – faith

Part – pass – bath

Tank – sank – thank

Team – seam – theme

[f – v – w]

Fail – veil – wail

Fain – vain – wain

Fair – vail – wear

Fear – veer weary

[f – θ – s]

fan – thank – sank

fig – thick – sick

fill – thrill – sill

fin – thin – sin

fug – thug – suck

[n – g – ŋ]

ban – bag – bang

bun – bug – bung

ran – rang – rug

tan – tang – tag

[d – z – ð]

day – rest – they

breed – breeze – breathe

laid – laze – lathe

rid – rise – writhe

seed – sees – seethe

Activity 2.

Put the word into the correct column according to the pronunciation of the consonant letter combination:

Ship, thin, chimpanzee, the, phrase, catch, clock, gather, this, chamomile, school, theme, child, shame, think, photo, chemistry, bathe, physics, machine, watch, character, they, path, weather, sheep, champagne, dash, these, three, charity, shower, charisma, thought, phonetics.

[ʃ]	[tʃ]	[k]	[f]	[θ]	[ð]

Activity 3.

Place the words with the double consonant letter-combination according to the sound they produce. Mind that one of the letters is mute:

Doubt, psychology, write, rhyme, palm, whole, walk, listen, knife, palm, wrap, pneumonia, bomb, write, castle, solemn, know, knight, receipt, psalm, why, wring, ghost, calf, debt, know, rhetoric, ghetto, listen, knit, balm, rhythm, column, half, climb.

[t]	[n]	[m]	[k]	[s]	[r]	[h]	[w]	[g]

Activity 4.

Put the words in the appropriate column: 1) with the consonant [θ] sound 2) with the sound [ð]:

Weather, either, wreath, thousand, thought, breath, those, rather, earth, path, the, mother, thistle, thigh, loath, breathe, throw, this, thin, eighth, loath, they, ethics, theme, worth, whether.

Reading Rules of Mixed Letter-Combinations

Activity 1.

Read the following words. Explain the reading rules:

Fast, law, clear, jewel, neighbor, bowl, coarse, mild, moor, flour, tower, vision, technique, Asia, measure, question, fierce, sleigh, wash, conscious, early, tall, fairy, mind, crow, mission, rough, flow, sigh, crew, patient, picture, leisure, mow, quiet, drawer, naughty, hearse, cheer, height, sew, tier, fright, board, poor, sought, tournament, plough, sour, crowd, bright, pear, few, country, town.

Activity 2.

Tick the word with + if the underlined letter-combinations are pronounced in the same way and mark – if they are pronounced differently:

Brown–gown	earth–heart
Drought – brought	dew – new
Tour – hour	kind – wind
Dough – bough	solution – question
Brow – blow	sight – tight

Activity 3.

Which word doesn't rhyme and has a different vowel sound:

Raid-aim-day-grey-weigh-straight-seize
Mere-deer-beer-cheer-chair-cashier-fear
Climb-bye-tie-guy-sight-dial-mile
Bow-owl-flow-soul-oak-go-hope
Beam-kneel-believe-machine-receive-theme-threat
order-course-claw-hoarse-pour-war-warm
cube-tube-duty-flu-mute-mew-new

Activity 4.

Transcribe the following words and explain the reading rules:

1. She, eat, sea, lead, heat, feat, feet, agree, receive, seize, machine, ski.
2. Mist, gist, bin, city, myth, issue, invite, rewrite, eleven, habit, palace, money, women.
3. Leg, Ted, men, lend, address, bread, deaf, breast, health, breath, friend, said, edit.
4. Mat, lad, jam, marry, carry, nanny, many.
5. Lot, odd, sorry, body, swan, wallet, cough, quality.
6. Pull, bull, forgetful, room, doom, stood, wool, good.
7. Bun, gun, run, some, dove, son, cousin, couple, double.
8. Arm, barn, farm, class, calm, draft, grass, banana, tomato, vase, garage.

9. Turn, fir, her, burn, occur, skirt, work, worth, worship, earl, earn, journalist, journey.

10. Or, sort, fort, more, wore, your, four, floor, court, door, war, award, roar, oar, walk, talk, dawn, awful, brought, daughter, taught.

UNIT 4. Word-Stress. Syllable Division

Activity 1.

Group the following words according to the number of syllables in them:

Table, he, doctor, chair, student, carpet, tour, interesting, rival, family, power, government, sculptor, university, breakfast, customer, director, spectator, lane, capital, prison, funny, independence, nation, moon, orange, taste, question, belong, curious.

Activity 2.

Read the two-syllable words with proper position of stress on the first syllable:

often, teacher, weather, modern, supper, season, movie, useful, never, marry, worry, carry, clever, pretty, happy, letter, pencil, visit, apple, promise, tonsil, story, duty, offer, lorry, follow, paper, active, reader, concert, forest, healthy, labour, moral, artist, scary, sibling, thirty.

Activity 3.

Read the two-syllable words with the stress on the second syllable:

Begin, belong, become, declare, asleep, tonight, rewrite, protect, important, increase, deceive, aboard, impress, respect, enchant, forgive, believe, discover, inapt, descend, retell, discard, behave, disarm, betray, dislike, mistreat, enforce, around, endanger, release, beneath, tomorrow, ignore, today, above, because, employ, replace, ascend, defend, forget, condemn, congratulate, receive, disdain, inactive, devote.

Activity 4.

Transcribe the following words and group them according to the number of syllables in them:

Large, table, answer, read, student, language, our, capital, doctor, rhythm, create, question, couldn't, daughter, apartment, division, university, certificate, snow, valley, school, independence, agreement, disco, behind, blanket, air, handsome, serious, poster, criminal, honest, Christmas, interview.

Activity 5.

Read the following sentences, minding the pronunciation (the stress) of the italicized words:

1. They permit their children to play online games for one hour.
2. You need a work permit to stay in Canada.
3. My friend surprised me with an unexpected present.
4. The manager presented a new project to his team.
5. The contest was very intense but just.
6. The participants contest in different sports events.
7. She has bought new CD-records of this band.
8. Let's try to record his speech once again.
9. The employer is going to increase our salaries next week.
10. The increase of coronavirus cases was alarming.
11. This man objects to all the accusations.
12. The object of our research is to define differences between two educational systems.
13. Your progress is evident. Congratulations!
14. Unfortunately his illness is progressing.
15. The import of goods has always exceeded export in our country.
16. This country exports different natural resources to European countries such as coal, gas, oil and iron.
17. The experts will survey the damage, caused by this fire.
18. According to the conducted survey, people choose healthier options of food.
19. I am sure he will support your idea!
20. Ann thanks her friends for the support and love in difficult times for her.

Activity 6.

Read the words with prefixes and reflexive pronoun, placing stress in a proper way:

Undergo, inattentive, dishonest, immortal, unkind, bystreet, foretell (verb), mislead, overlook, undervalue, myself, foreword (noun), oversleep, undo, overspend,

misjudge, by-law, yourselves, unselfish, unable, understand, himself, forecast (noun), forego (verb), overflow, mistrust, unhelpful, overspend, uncover.

Activity 7.

Read the following numerals correctly, minding the stress:

Thirty, fifteen units, unit fifteen, ninety, eighteen rooms, room eighteen, seventy, hundred, fourteen houses, house fourteen, twenty, nineteen flats, flat nineteen.

Activity 8.

Read the compound-words, placing the stress in a proper way:

Dishwasher-machine, business trip, pencil-box, construction site, cloakroom, fitting-room, spaceship, copybook, postman, rush hour, consulting room, bodyguard, book store, textbook, phone call, CD-disc, laptop, blackboard, work force, flashlight, grandmother, postgraduate, hard-working, living-room, arm-chair, flowerbed, election poll, heart attack, eye-opening, football-player, singing boy, booking-office, hotel service, headmaster, shopping-trolley, driving license, record-holder, golf-player, bus station, eyewitness, beauty parlour, sports-centre, traffic jam, baby-sitting, luggage dispatch, nightingale, vocational school, bull fight, film-goer, dining-car.

Activity 9.

Pronounce the compound adjectives correctly, minding the stress:

Breathtaking, out-of-date, short-distance, light-red, barefoot, widespread, ice-covered, dark-brown, hot-tempered, homesick, out-of-fashion, one-parent, bed-ridden, out-of-town, low-priced, one-way, rock-hard, dark-coloured, two-day, water-proof, out-of-job, first-come, long-legged, bright-yellow, blue-eyed.

Activity 10.

Read the following sentences, paying attention to the stress in phrasal and prepositional verbs:

1. He was listening to music with earphones.

2. The worker turned up very late.
3. What are you thinking about?
4. Turn off the light! It is already light.
5. The train arrives at 5 sharp.
6. I want to find out the truth.
7. The patient is complaining of a bad headache and fatigue.
8. Passengers are required to check in *at* the airport beforehand.
9. She is looking at the picture with enchantment.
10. Never give up under any circumstances!

UNIT 5. Sound Phenomena

Aspiration, Assimilation, Linking [r]

Activity 1.

Pronounce the following words properly, minding the aspiration after a voiceless plosive consonant [p], [t], [k]. Remember that aspiration isn't produced in the clusters [sk], [sp], [st]:

Pace, stone, Kate, tone, sky, stay, table, spread, stand, pot, tick, stone, spoon, ski, tea, take, skate.

Activity 2.

Pronounce the following word, defining the type of assimilation in them:

Bookcase, twenty, plan, congress, try, lamps, tree, battle, thread, twin, fact, thread, question, drink, student, wants, doctor, tenth, price, please.

Activity 3.

Pronounce the words given below in a proper way, grouping them into the categories:

- a) regressive assimilation in consonant clusters with the sound [w];
- b) regressive assimilation with consonants [θ], [ð], [r];
- c) loss of plosion;
- d) nasal plosion;
- e) lateral plosion;
- f) fricative plosion;
- g) progressive assimilation;
- h) linking [r]

Accept, doctor, attempt, sit down, far away, football, collect, blackboard, for a long time, quite, twenty, sweater, middle, sudden, ninth, tell the teacher, upside, swim, there is, in the evening, little, eleventh, front, I think so, shouldn't, the weather is fine,

right now, bottle, proud, clock, twice, admit, afraid, sets, bad weather, besides, read the book, that'll do, forever.

Activity 4.

Read the words correctly, observing assimilation processes in them. Define the type of assimilation:

1. [l]: able, simple, tell this, fold, fable.
2. [d]: bad tale, dress, tweed, big cat, fiddle, fun day.
3. [s]: swing, that thing, sweater.
4. [t]: at that, curtain, bottle, step, lets, step, meet me.
5. [r]: dry, cry, track, proud.

UNIT 6. Sentence Stress. Intonation

Intonation of Statements

Activity 1.

Read the sentences, following the marked intonation:

1. It is a 'beautiful 'fall 'day to\day.
2. 'Bicycling is per'mitted 'on all the 'main and 'local 'streets throughout 'this \city.
3. It's 'time for \lunch now.
4. My 'classes 'start at 8.\30.
5. We should 'decorate our 'flat with bal'loons and \ribbons.
6. 'Emily was 'sitting with a 'warm 'cup of \coffee.
7. 'This 'student has re'ceived a 'scholarship to a pres'tigious uni\versity.
8. He 'has a lot of 'different \interests.

Activity 2.

Mark the tunes in the following statements:

1. The supermarket is opposite the post-office.
2. She is seventeen years old.
3. We live in the suburbs of Lviv.
4. These students want to learn French.
5. Her favourite subject is Ukrainian history.
6. Her husband has never visited Scotland.
7. The pupils have five classes a day.
8. Mary's sister goes to the gym in the morning.
9. All the children like to spend summer at the seaside.
10. That boy is fond of biking.
11. They are going to the country tomorrow.

Activity 3.

Express a friendly attitude in the answers to the questions:

1. Do you like this idea? Yes, I do.
2. Would you like some more juice? Yes, with pleasure.
3. Do you really think she is a smart pupil? She is a very smart pupil.
4. Does the jacket fit me? It looks perfect on you.
5. Do you think I have made a mistake? No, you were right.
6. May I ask you something? – Yes.

Activity 4.

Read the following statements with proper intonation, expressing correction, warning, disagreement (Fall-Rise) or irony, self-confidence (Rise-Fall):

1. The movie was exciting, – It was dull.
2. I suppose they are thirteen years old. – Fifteen.
3. The trip is short. – It's long.
4. She is a kind person. – No, she is rude.
5. We will go there at once. – We won't.
6. We must catch the 7. 30 train. – You'll be late.
7. I am sure I will win this contest.
8. I will pass this exam with the best result in the group. – No doubt, you will.

Intonation of General Questions

Activity 1.

Read the following general questions, following the tunes. Explain the choice of the intonation pattern in these types of sentences:

1. Does your 'friend 'do any /sport?
2. Do you 'prefer 'training in the /gym?
3. Is she 'going 'home /now?
4. I went to the cinema yesterday. – \Did you?

5. Are you 'still at the uni/versity?
6. Has the 'dish been /served yet?
7. Has 'this 'child been 'playing 'here since /morning?
8. Are you 'interested in 'this /topic?
9. Can you 'lend me your /car?
10. Haven't you 'finished 'this \task?

Activity 2.

Mark the tunes in the following general questions:

1. Can you be more attentive?
2. Will you help me with that?
3. Is there a book on the table?
4. Are you reading a book?
5. Did the students like this lesson?
6. I've just finished the project. – Have you?
7. Did the weather changed abruptly then?
8. Will you stop making this noise?
9. Does she take a walk in this park every day?
10. Have you been painting lately?

Intonation of Special Questions

Activity 1.

Read the following general questions, following the tunes. Explain the choice of the intonation pattern in these types of sentences:

1. 'Where are you \going?
2. 'What is he \doing now?
3. 'Where do you /study?
4. 'How did he 'get to the 'university 'last \week?
5. 'What is he \looking at?
6. 'How many 'movies have you 'seen 'this \month?

7. 'Who will 'take 'part in 'this \competition?
8. I've bought three tickets for the concert. – 'How /many?
9. 'Where is your \dad?
10. 'When are your 'guests \coming?

Activity 2.

Intone the following special questions:

1. What is he keen on?
2. Which sights should we see in England?
3. Sorry, where do you live?
4. What are your new neighbours like?
5. When are you leaving?
6. How long did Ann stay at the hotel?
7. Where is your permanent place of residence?
8. How long have they been building the bridge?
9. I've run 5 kilometres today. – How many?
10. Why is she sad?

Intonation of Alternative Questions

Activity 1.

Read the following alternative questions, following the tunes. Explain the choice of the intonation pattern in these types of sentences:

1. Shall we 'go /skating | or \skiing?
2. Is she /busy | or \free right now?
3. Is it /cold | or \warm?
4. Do you \need a /brush | or a \comb?
5. Was 'this 'man /short | or \tall?
6. Does your 'friend 'work in the /office | or from \home?

7. Did you /pass | or \fail the exam?
8. Was the 'party /fun | or \boring?
9. Are you 'keen 'on em/broidering | or \sewing?
10. Will you 'have /sugar | or \honey?

Activity 2.

Intone the following alternative questions:

1. Does your relative live in town or in the country?
2. Have you got a brother or a sister?
3. Is Ellen shooting or editing a video about her trip?
4. Is the chicken overdone or underdone?
5. Was the sky clear or clouded then?
6. Did they set off at dawn or later?
7. Are you listening to slow or upbeat music?
8. Are the daffodils or tulips in blossom now?
9. Can you speak German or French?
10. Should I take this vitamin in the morning or in the evening?

Intonation of Disjunctive Questions

Activity 1.

Read the following disjunctive questions, following the tunes. Explain the choice of the intonation pattern in these types of sentences:

1. The 'Browns have 'already 'moved \out, /haven't they?
2. There is a 'garage next to the \house, /isn't there?
3. The 'bus to 'Liverpool 'runs every 'two \hours, /doesn't it?
4. He 'accepted our /offer, /didn't he?
5. We are 'going on \foot, \aren't we?
6. You 'like 'this /present, /don't you?
7. 'Tom and 'you are 'old \friends, /aren't you?

8. We must 'get 'off \here, /mustn't we?
9. You will 'start 'work to\morrow, \won't you?
10. A\mazing view, \isn't?

Activity 2.

Mark the tunes in the following disjunctive questions:

1. This picture was drawn by a famous artist, wasn't it?
2. Granny has already recovered, hasn't she?
3. It's a wonderful opportunity, isn't it?
4. You will finish this project in time, will you?
5. It wasn't my fault, was it?
6. It's a three-room flat, isn't?
7. This exhibition starts at nine, doesn't it?
8. You've cleaned your room, haven't you?
9. The plot is thrilling, isn't it?
10. Mum let us return a little later, didn't she?

Intonation of Exclamations, Requests and Imperatives

Activity 1.

Read the following sentences, following the tunes. Explain the choice of the intonation pattern in these types of sentences:

1. Re'tell 'this \text.
2. What a 'cute \puppy!
3. 'Put 'on your \hat!
4. 'Call me to\night.
5. 'Make 'up the \dialogues!
6. That's \great!
7. 'Listen 'attentively to the \speaker!
8. 'Don't be \late,/please.

9. 'Have a'nother 'piece of/cake!
10. 'Tell me 'this \story!

Activity 2.

Mark the tunes in the following imperative and exclamatory sentences:

1. Stop talking right now!
2. How delicious these pancakes are!
3. Describe this picture!
4. What a cold weather today!
5. Will you open the window!
6. Go to the blackboard!
7. Let's take a seat here.
8. What a touching story!
9. Pass me the pepper, please.
10. Don't walk so fast!

Intonation of Parenthesis and Direct Address

Activity 1.

Read the following sentences, following the tunes. Explain the choice of the intonation pattern in these types of sentences:

1. \Ann, 'close the \door, please!
2. \Garry, I am 'awfully 'sorry for 'breaking your \phone.
3. As for/me, I won't 'go \there.
4. 'Nice to \meet you, Mr. Wilson!
5. 'Dr. \Ross, we 'need your 'assistance in 'this \matter.
6. It wasn't his \fault, I suppose.
7. 'Drive \carefully, \Tom!
8. /Well, you should 'continue 'writing your \poems.
9. \All/right, Jane. We'll be 'there at \nine!

10. They will go to London by plane, of course. Activity 2.

Mark the tunes in the following kinds of sentences, containing parenthesis and direct address:

1. Waiter, can you take our order, please?
2. Sir, drive a little slower.
3. By the way, where are you going on holiday this summer?
4. Mary, your composition is the best one.
5. What time are you leaving, darling?
6. In fact, this factory has a shortage of work labour.
7. I think the company has already launches the project.
8. They are going to stay there, I am afraid.
9. As a rule, our goods are delivered on time.
10. Mrs. Dane, we have already completed our tests.

Activity 3.

Mark the tunes in the following types of sentences:

1. The cake is delicious, isn't it?
2. Do you prefer summer or winter?
3. What's your favourite recipe?
4. The weather is so unpredictable lately, isn't?
5. Let's order a takeaway for dinner tonight.
6. Would you like to contribute to our charity event?
7. What music do you listen to: pop or rock?
8. Mike, have you tried that new restaurant in the city? It's fantastic!
9. Good morning. How did you sleep?
10. I've just adopted a puppy. Want to meet him?
11. Please, don't do that again. It's dangerous.
12. You have completely coped with the task! Excellent!
13. He is busy now, in fact. He is having an online class.

14. How lovely you paint! Just marvelous!
15. Mr. Smith, can you explain to us this point?
16. I think it's going to snow.
17. Don't worry! You've done it quite well!
18. Cut the vegetables into small pieces!
19. Moreover, your son's behaviour affects the atmosphere of the whole class.
20. Behind the house there is a large swimming pool and a lovely arbour.

Reading and Intoning the Dialogues

Activity 1.

Read the following dialogues, keeping to the marked intonation:

Family

- \Oh, what a 'wonderful 'family \photo!
- /Thank you! And do you 'have any /siblings?
- \Yes, I \do. I have 'one 'elder brother, /David, and 'one 'younger \sister, \Mary.
- Are you the 'eldest among your 'brothers and /sisters?
- \No, I am \not. I'm the 'second 'child in my \family.
- 'What are your 'parents \fond of?
- My 'father 'likes 'playing \football and my 'mother 'likes \cooking.
- Do your 'parents 'let you 'stay 'out /late?
- Of \course /not. They 'always 'ask me to 'get 'home before \10 p.m. each evening.
- Do you 'live with your /parents?
- Right /now, \no. But I used to.
- Does your 'family 'usually have 'dinner /together?
- \Yes, we \do. My 'mum 'always 'prepares 'delicious \meals for us. By the /way, 'why not 'come over for /dinner and 'meet my \family!
- I'd \love /to. /Thank you! I will 'definitely \come.

Ideal Dwelling

- Do you 'like 'living /here, Mike?
- Are you /kidding? I 'hate 'this \place. I am 'always 'surrounded by /traffic and 'other 'annoying \noises. Not to /mention, there is so much /dust and \pollution here. I /hope I will 'move 'out \soon.
- \Really? 'Where would you 'like to \live then?
- I 'dream of a big /house in the /countryside with a 'view of the /village, /trees and \fields.
- \Wow! 'That 'sounds like a 'huge 'change from your 'one-'room \flat in the city.
- It's just 'always been my 'dream to 'have a lot of /land and 'live in a 'quiet, 'peaceful \place. /Plus, you /know I \love nature. /So, I'd 'love to 'take 'long 'walks in the 'fresh \air.
- Wouldn't you 'get /lonely? I /think I would 'miss 'having 'people \nearby.
- I don't \think so. I /hope I will 'have some 'good \neighbours. If /not, I will 'get a /dog or a \cat.
- Are you 'thinking of 'growing you 'own 'fruits and /vegetables?
- \Certainly. There is 'nothing like the 'taste of 'homegrown /fruits and \vegetables.
- I could 'come 'over for 'dinner 'every 'once in a \while.
- \Sure.

Nature Walk

- \Hi, /Margo! Isn't it a 'perfect 'day for a 'nature /walk?
- \Absolutely, /Thomas! The 'weather is just \right: not too /hot, and not too \cold.
- \Exactly! Do you 'have any 'particular 'route in /mind today?
- 'How about we 'try the 'trail that 'goes through the /pine forest? It's 'supposed to be 'beautiful 'this 'time of the \year.
- 'Sounds like a \plan. I've 'heard it's quite a /sight when the 'sunlight 'filters through the \trees.
- \Yes. And it's a 'great 'opportunity for some \photography. Do you 'remember to 'bring your /camera?

- I \did. And I 'hope to 'capture some of 'that 'natural \beauty.
- \Wonderful. I am 'looking 'forward to 'seeing your \pictures. \Oh, 'look at 'those 'flowers over \there. They are \stunning!
- /Oh, \yes. 'Those are 'wildflowers 'native to 'this \area. They are \blooming now. 'Let me 'take a \photo.
- \OK. \Do it. And I'll 'enjoy 'this 'fresh \air. It's so \refreshing, /isn't it?
- \Definitely! By the /way, have you 'noticed any 'wildlife on our 'walks /ately?
- /Actually, \yes. 'Last /time I 'spotted a 'deer 'family just a few 'metres off the \path. It was an 'incredible \sight.
- 'How \lovely! 'Nature 'really has so 'much to \offer. I /hope we can 'see something 'similar \today.

Activity 2.

Read the following dialogues and mark the stresses and tunes. Then act them out with proper intonation:

Pets

- Hi, Mary! I saw you with a dog in the park yesterday. Do you like dogs?
- Hi, Dilan. Yes, I love dogs. They are so friendly and loyal. Do you have any pets?
- I don't have any pets now but I used to have a cat. Cats are quite independent, are they.
- They sure are. But they can be affectionate too. What was your cat's name?
- Her name was Lucy. She loved to sit by the window and watch birds. Speaking of birds, do you like them?
- I do! Birds are fascinating. I especially like parrots because they can mimic human speech. Have you ever heard a parrot talk?
- Yes, once at a friend's house. It's amazing how they can copy sounds.
- Then come to my place. I have two awesome parrots. We will watch them talk and play!
- Thank you! With pleasure. But next time, I suppose!

Grocery Shopping

- I am going to the grocery store later. Do you need anything, Bill?
- Thanks for asking, Emily. Could you pick up some milk and bread? We have almost run out of them.
- Sure, I can do that. Are you thinking of making sandwiches for lunch?
- Yes, I was planning on making cheeseburgers. It's quick and easy,
- Sounds good. I'll grab some cheese too. What else do we need for the week?
- Maybe some fruits and veggies. We should try to eat a bit healthier.
- Agreed, I'll get some apples, bananas, and oranges.
- Oh, and do we need coffee?
- Good call. We are short of coffee.
- OK. I'll get it. You feel like snacks too, don't you?
- Some nuts or some dried fruits would be great. Thanks, Emily.

Plans for the Weekend

- My brother is coming to visit me next month. I am really excited. I haven't seen him for a year.
- That sounds great, Ann. Where does he live?
- He's been working in Canada, so it's a bit of a journey for him to come here.
- That's quite far. What are you planning to do together?
- I want to show him around the city, take him to my favourite cafes and just chat.
- He'll love that. If you need any ideas about the places to visit, let me know.
- Thanks, Tom. I might ask you about good hiking spots. He loves hiking.
- Of course. There are a few great trails not far from the city. I will send you the details.
- That would be great. Thanks.
- Have a good time with your brother! Bye!

Problems with Learning English

- Hello, teacher.
- Hello, Marco.
- Sorry to disturb you, but I have a question.
- What’s the question you would like to ask?
- Please, tell me. I am struggling to improve my English.
- Well, you are not bad. In fact, you did well in your last exam. What seems to be the issue?
- Perhaps, but it’s not sufficient. I mean I need to improve my English quickly.
- I have already told you that all you need to do is to practise.
- The thing is, I need to secure a better job and I must have excellent English skills. I can understand when listening but I struggle to speak fluently.
- I see. Fluency comes with time. But I suppose I can offer you some tips. Are you taking notes of the vocabulary we learn in class every day?
- I do. But it doesn’t work for me. I write down all the new words, but then I don’t use them.
- That’s where you are going wrong. It’s not just about taking notes. Listen to me...

A purchase

- Oh, by the way, I’ve bought this dress. But it’s too big for me.
- Yes, it’s quite loose on you!
- Did you check the size before buying it?
- I thought it would fit but I guess I’ve made a mistake.
- Don’t worry. We can always get it altered to your size. It’s a lovely dress!
- You think so?
- I was worried it looked odd on me.
- No, not at all. It has a great design.
- Let’s take it to the tailor and make it perfect for you.
- Thanks, Lily. You are always so helpful.
- That’s what friends are for, Emma. We’ll make sure you look stunning in that dress.

Making an appointment

- Good morning, darling! How are you feeling?
- Good morning, sweetheart! Not too good. I still have pain on my right side.
- You’ve had that pain for a month. You ought to see a doctor.
- No, it’s all right. The doctor is just going to tell me bad news.
- How do you know that?
- You need to go to the doctor. The doctors are there to help you, not hurt you.
- Fine. I’ll go.
- Good. I’ll make an appointment for you.
- Good morning! I would like to make an appointment for my husband.
- Good morning! Okay.
- Has he been here before?
- Yes, but it was many years ago.
- Fine. Can I please have his name and date of birth?
- Sure. His name is Steve Atkin. He was born on May 12, 1980.
- Oh, yes. I’ve found his records. Does he still have the same address?
- Yes, nothing has changed. So what is his reason for coming in?
- My husband has had a pain on his side for about a month now.
- I see. I have an opening for an appointment for tomorrow at 3 p.m.
- Good. That will be fine. Thank you so much!

At the police-station

- Good morning, sir! How can I assist you today?
- Good morning, officer!
- I need to report a theft that occurred at my house last night.
- I am sorry to hear that! Can you please provide me with some details about what was stolen?
- Sure. They took my laptop, some jewelry and cash from my safe.
- Do you have any idea who might have done this?
- I am not sure. But I suspect it might be someone who knows me.

- Did you notice any suspicious activity or individuals around your house recently?
- Well, now that you mention it, there was a stranger hanging around the neighbourhood yesterday.
- Can you describe this person to me?
- He was tall, wearing a black hoodie and had a backpack.
- Did you see which direction he went?
- No, I didn't notice.
- Okay. We'll investigate this case.
- Thank you, sir! I really hope you'll catch the criminal.
- We'll do our best to solve this case.

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Електронне навчальне видання

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