

Інстытут  
Ліnguа

Ж. Б. МАНКЕВИЧ

# ПРАКТИЧЕСКАЯ ФОНЕТИКА

Сборник  
учебных  
материалов

В 2 частях  
Часть 2



МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ  
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Ж. Б. Манкевич

## ПРАКТИЧЕСКАЯ ФОНЕТИКА

Сборник учебных материалов  
для студентов I курса  
учреждения высшего образования  
факультета иностранных языков

В 2 частях

Часть 2

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Издание представляет собой сборник контрольных работ по основному курсу практической фонетики английского языка. Задания разработаны таким образом, что позволяют определить как уровень усвоения студентами теоретического материала, так и умение применять полученные знания на практике.

Благодаря своей структуре, задания носят не только контролирующий, но и обучающий характер (с превалированием обучающего).

Издание предназначено для студентов первого курса учреждений высшего и среднего специального образования, изучающих иностранный язык в качестве основной специальности.

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## ВВЕДЕНИЕ

Сборник учебных материалов рекомендуется студентам I курса, изучающим английский язык как основную специальность.

Вторая часть издания включает 8 контрольных работ, соответствующих материалу основного курса учебника «Практическая фонетика английского языка» под редакцией Е. Б. Карневской.

Структура контрольных работ сборника однотипна. Каждую работу можно условно разделить на две части: первая посвящена проверке качества усвоения теоретического материала раздела, вторая – умению применять данные знания на практике. Многократная проработка материала в заданиях различного уровня (узнавание, воспроизведение, применение) способствует формированию и совершенствованию навыков по изучаемой теме.

Отличительной чертой второй части сборника является его большая направленность на *обучение*, нежели на контроль. По этой причине, работать с тестовыми заданиями рекомендуется в устной форме с привлечением к учебному диалогу студентов всей группы. Письменная форма контроля также не исключается.

Разноуровневый характер заданий издания способствует реализации в учебном процессе таких педагогических принципов, как индивидуализация и дифференциация обучения.

Формально-содержательный компонент сборника при необходимости позволяет использовать его для организации самостоятельной работы студентов над дисциплиной «Практическая фонетика».

Для повышения мотивации к изучению иностранного языка и преодоления рутинности учебного труда используются остроумные и шуточные высказывания, поговорки; некоторые из них реализуют также развивающую и воспитательную функции дисциплины.

Предлагаемые контрольные работы прошли апробацию в учебном процессе. Их содержательный и структурный компоненты претерпели некоторые изменения с учетом основных ошибок, допускаемых студентами.



6. The phenomenon of loss of plosion takes place within a word or at a word boundary in the sentence under the letter ...

- a) Nick's topic is the most interesting.
- b) Summer happens at that time when you have money.
- c) It's better to be a big frog in a small bog.
- d) Little lady Lilly lost her lovely locket.

### Test 1 B (Nasal Plosion)

Find the correct answer.

1. The phenomenon of nasal plosion is realized only at a word boundary.

- a) true;
- b) false.

2. At the junction of the plosive consonants with the nasal sonorants the articulation of the sonorant starts when the articulation of the plosive consonant is not yet finished. This phenomenon is called *nasal plosion*.

- a) true;
- b) false.

3. When we deal with the *nasal plosion* ...

- a) the junction is lengthened;
- b) the plosion is heard before the sonorant;
- c) the air stream passes through the nasal cavity;
- d) the plosion disappears.

4. The phenomenon of nasal plosion takes place within the word under the letter ...

- a) space;
- b) midday;
- c) tenth;
- d) taken.

5. The phenomenon of nasal plosion takes place at the word boundary under the letter ...

- a) ripe bananas;
- b) black silk;
- c) not mine;
- d) meet Lucy.

6. Nasal plosion takes place within a word or at a word boundary in the sentence under the letter ...

- a) Nick's topic is the most interesting.
- b) John got married yesterday.
- c) It's better to be a big frog in a small bog
- d) Little lady Lilly lost her lovely mitten.

### Test 1 C (Lateral Plosion)

Find the correct answer.

1. The phenomenon of lateral plosion is realized only within words.

- a) true;
- b) false.

2. At the junction of the plosive consonants with the lateral sonorant [l] the plosion is produced during the pronunciation of the sonorant as the air stream passes along the sides of the tongue, lowered for the articulation of [l]. This phenomenon is called *nasal plosion*.

- a) true;
- b) false.

3. When we deal with the *lateral* plosion ...

- a) the air stream passes along the sides of the lowered tongue;
- b) the plosion is heard before the sonorant;
- c) the air stream passes through the nasal cavity;
- d) the plosion disappears.





9. When a *Fall* is used on the non-final intonation group it indicates for the hearer that ...

- a) the speaker wants to convey his sarcastic attitude;
- b) there is some implication;
- c) the utterance is not finished and there is a continuation;
- d) the utterance has greater semantic weight.

10. When a *Fall* is used on the non-final intonation group it indicates for the hearer that ...

- a) the speaker wants to convey sarcasm;
- b) there is some implication;
- c) the utterance is not finished and there is a continuation;
- d) the utterance has greater semantic weight.

**Task II. Finish the sentences from the left column using the correct information from the right column.**

- |  |   |
|--|---|
| 1. A Low Rise on a non-final intonation group means that ... | a) the utterance is not finished;                                       |
|  | b) the utterance has greater semantic weight;                           |
| 2. A Fall on a non-final intonation group means that...      | c) it is semantically important and incomplete at the same time;        |
|  | d) there is some implication;   |
| 3. A Fall-Rise on a non-final intonation group means that... | e) there is more information than the words convey;                     |
|  | f) it is relatively independent;  |
|  | g) there is a continuation without which the information is incomplete. |

**Task III. Find the wrong variant.**

1. A Falling-Rising nuclear tone ...

- a) is the most widely used pattern on non-final groups;
- b) has a complex semantic effect;

- c) is seldom used on non-final groups;
- d) indicates close links with the continuation and semantic importance at the same time;
- e) is often combined with a sliding head;
- f) in many cases conveys contrast or emphasis.

2. A Low Rising nuclear tone ...

- a) is typically pronounced in grammatically incomplete parts of utterances;
- b) indicates that the utterance is not finished;
- c) shows that there is a continuation;
- d) adds greater semantic weight to the utterance;
- e) can be used on adverbial phrases and enumeration;
- f) can be used on initial subordinate clauses and principle clauses that are incomplete in meaning without a continuation.

3. A Falling nuclear tone ...

- a) adds greater semantic weight to a non-final group;
- b) is of a “not-low ending” variety on a non-final group;
- c) makes the whole utterance sound more important;
- d) indicates that the utterance is not finished;
- e) is typical on semantically important but structurally incomplete parts of sentences;
- f) on a non-final group is less popular than a Fall-Rise.

Task IV. Fill in the gaps with the correct variant.

1. When the speaker wants to show that the utterance is *not finished* he is more likely to use a ... nuclear tone.

- |                    |                |
|--------------------|----------------|
| a) Falling-Rising; | c) Low Rising; |
| b) High Rising;    | d) Falling.    |

2. When the speaker wants to make a non-final intonation-group sound *weighty* he is more likely to use a ... nuclear tone.

- |                    |                |
|--------------------|----------------|
| a) Falling-Rising; | c) Low Rising; |
| b) High Rising;    | d) Falling.    |

3. When the speaker wants to convey *contrast* to the previous information he is more likely to use a ... nuclear tone on a non-final intonation-group.

- |                    |                |
|--------------------|----------------|
| a) Falling-Rising; | c) Low Rising; |
| b) High Rising;    | d) Falling.    |

4. In non-final intonation-groups with a Fall its ... variety is used.

- |                     |                |
|---------------------|----------------|
| a) not high ending; | c) low ending; |
| b) not low ending;  | d) mid.        |

5. When the adjacent clauses are *symmetrical* in their grammatical structure and meaning a ... on a non-final intonation-group is used.

- |              |                   |
|--------------|-------------------|
| a) Low Rise; | c) Mid High Rise; |
| b) Fall;     | d) Fall-Rise.     |

6. In an initial subordinate clause a ... tone is usually used.

- |                |                     |
|----------------|---------------------|
| a) Low Rising; | c) Mid High Rising; |
| b) Falling;    | d) Fall-Rising.     |

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. An utterance is realized in ... either as one intonation-group or a ... of groups.

2. If an utterance comprises several intonation-groups it has ... tune.

3. An utterance is considered as ... unit of communication.

4. Non-final intonation-groups can be pronounced with ... tones.

5. In a simple sentence non-final intonation-groups are normally formed by ... and ... groups.

6. In sentences of all syntactic types non-final intonation-groups can be formed by ... words, ... address and ... phrases.

7. There are more or less ... intonation patterns for each kind of ... structure.

8. Clauses pronounced with a Falling tone sound relatively ...

9. Clauses pronounced with a Rising tone sound relatively ... & ...

10. The speaker can attach to an intonation-group any degree of ...

11. An intonation-group at the end of the tune is called ...

**Task VI. Finish the utterances.**

1. An utterance has a simple tune when it ...

2. An utterance has a combined tune when it ...

3. An intonation-group is called final when it is ...

4. An intonation-group is called non-final when it is ...

5. The choice of the nuclear tone in a non-final intonation-group depends ...

6. A structurally complete part of an utterance may take ...

7. A structurally incomplete part of an utterance may take ...

**Test I E (Practice)**

**Task I. Identify if the intonation pattern with which a non-final group is pronounced corresponds to the given commentary.**

Sentences	Commentary
1. 'During the ,day } the 'light comes in through the \window.	' <i>During the ,day</i> – is a non-final intonation-group which is formed by an adverbial modifier of time. It is pronounced with a Low Rise preceded by a high level head. Low Rise indicates for the hearer that the utterance is <i>not finished</i> and there is a <i>continuation</i> without which the information is <i>incomplete</i> .

Sentences	Commentary
<p>2. At 'night } when it ,gets ,dark } we 'switch on the ,light } and 'draw the `curtains.</p>	<p><b>At 'night</b> – is a non-final intonation-group which is formed by an adverbial modifier of place. It is pronounced with a Fall. The Falling nuclear tone adds <i>greater semantic weight</i> to the non-final intonation-group. Besides, it sounds relatively <i>complete and independent</i>.</p>
<p>3. At 'night } when it ,gets ,dark } we 'switch on the ,light } and 'draw the `curtains.</p>	<p><b>When it ,gets ,dark</b> – is a non-final intonation-group which is formed by an initial subordinate clause of the complex sentence. It is pronounced with a Low Rise preceded by a low level head. Low Rise indicates for the hearer that the utterance is <i>not finished</i> and there is a <i>continuation</i> without which the information is <i>complete</i>.</p>
<p>4. On the `extreme ,right } there's a `radio-set.</p>	<p><b>On the `extreme ,right</b> – is a non-final intonation-group which is formed by an adverbial modifier of place. It is pronounced with a Fall-Rise. Fall-Rise gives <i>special semantic importance</i> to the non-final intonation-group due to the <i>falling</i> component of the tone. The rising component of the tone indicates semantic <i>incompleteness</i> and <i>close links with the continuation</i>. Besides, Fall-Rise conveys here the implication of <i>contrast</i>.</p>
<p>5. 'Diplomacy is the art to 'say “,doggy-doggy” } while 'looking for a bigger ,stick.</p>	<p><b>'Diplomacy is the `art to 'say “,doggy-doggy”</b> – is a non-final intonation-group which is formed by a principle clause. It is pronounced</p>

Sentences	Commentary
	with a Low Rise preceded by a low mixed head. Low Rise indicates for the hearer that the utterance is <i>finished</i> and there is no <i>continuation</i> without which the information is <i>complete</i> .
6. When 'others dis,cover your good ,qualities without your ,help, ∫ it is 'far more im'pressive.	<b>When 'others dis,cover your good ,qualities without your ,help –</b> is a non-final intonation-group which is formed by a subordinate clause. It is pronounced with a Fall-Rise undivided. Fall-Rise gives <i>special emphasis</i> to the speaker's words and shows that the information is <i>complete</i> .
7. As for 'me ∫ I'm for 'professional 'teachers.	<b>As for 'me –</b> is a non-final intonation-group which is formed by a parenthesis. It is pronounced with a Fall-Rise divided. Fall-Rise here conveys the implication of <i>contrast to the previous information</i> .
8. They 'came 'yesterday, ∫ I'm 'sure.	<b>They 'came 'yesterday –</b> is a non-final intonation-group which is formed by an initial clause of the complex sentence. It is pronounced with a Fall. The Falling nuclear tone adds <i>greater semantic weight</i> to the non-final intonation-group. Besides, it sounds relatively <i>incomplete</i> and <i>dependent</i> .
9. Theo'retically it is 'possible to ,work with ,pretty ,women ∫ but 'practice √fails.	<b>'Theoretically it is 'possible to ,work with ,pretty ,women –</b> is a final intonation-group which is formed by an initial clause of the

Sentences	Commentary
	<p>complex sentence. It is pronounced with a High Fall preceded by a high level head. The Falling nuclear tone adds <i>greater semantic weight</i> to the non-final intonation-group. Besides, it conveys the <i>implication of completeness</i>.</p>
<p>10. She was 'so ,ugly } that 'rats 'didn't 'want to 'eat her ,passport.</p>	<p>She was 'so ,ugly – is a final intonation-group which is formed by an initial clause of the complex sentence. It is pronounced with a Low Fall preceded by a high level head. Low Fall shows that the information is <i>complete</i>.</p>
<p>11. 'Men 'promise to 'present the 'whole ,world } but 'usually 'buy only 'ice-cream.</p>	<p>'Men 'promise to 'present the 'whole ,world – is a final intonation-group which is formed by an initial clause of the complex sentence. It is pronounced with a Fall-Rise preceded by a high level head. Fall-Rise indicates <i>incompleteness</i> of information.</p>

**Task II.** In the given below list of phrases find a non-final intonation-group which corresponds to the given incomplete commentary. Use logic and complete the commentary.

1. The non-final intonation-group under the letter ... is formed by a principle clause of the complex sentence and is pronounced with a Low Rise to convey ... of information.

a) 'Reading while }sunbathing } 'makes you 'well 'red.

b) It's 'better to be a 'big frog in a ,small 'bog } than a 'small 'frog in a ,big ,bog.

c) 'Married men live 'longer than 'single men } but ,married men are a 'lot more willing to 'die.

d) 'As for ,me, } I 'do my work 'properly.

2. The non-final intonation-group under the letter ... is formed by a clause of the compound sentence and is pronounced with a ... Fall which adds *greater semantic weight* to the non-final intonation-group. Besides, it sounds relatively ... and ... .

a) 'Reading while ~sunbathing } 'makes you 'well 'red.

b) It's 'better to be a 'big frog in a ,small 'bog } than a 'small frog in a ,big ,bog.

c) 'Married men live 'longer than 'single men } but ,married men are a 'lot more willing to 'die.

d) 'As for ,me, } I 'do my work 'properly.

3. The non-final intonation-group under the letter ... is formed by a parenthesis and is pronounced with a ... to convey *incompleteness* of information.

a) 'Reading while ~sunbathing } 'makes you 'well 'red.

b) It's 'better to be a 'big frog in a ,small 'bog } than a 'small frog in a ,big ,bog.

c) 'Married men live 'longer than 'single men } but ,married men are a 'lot more willing to 'die.

d) 'As for ,me, } I 'do my work 'properly.

4. The non-final intonation-group under the letter ... is formed by an adverbial modifier of place. It is pronounced with a ... to convey the *implication of opposition* to the previous information.

a) 'Reading while ~sunbathing } 'makes you 'well 'red.

b) The 'more problems a man ,has } the 'less he needs for 'happiness.

- c) There are 'no good `neighbours, } there are 'thick `walls.
- d) ~Above the `mantelpiece } there is a \picture.

5. The non-final intonation-group under the letter ... is formed by a clause of the compound sentence and is pronounced with a Low Rise to convey ... of information.

- a) 'Reading while ~sunbathing } 'makes you `well `red.
- b) The 'more `problems a man ,has } the 'less he `needs for `happiness.
- c) There are 'no good `neighbours, } there are 'thick `walls.
- d) ~Above the `mantelpiece } there is a \picture.

6. The non-final intonation-group under the letter ... is formed by a clause of the complex sentence and is pronounced with a High ... which adds ... to the non-final intonation-group. Besides, it sounds relatively *complete* and *independent*.

- a) 'Reading while ~sunbathing } 'makes you `well `red.
- b) The 'more `problems a man ,has } the 'less he `needs for `happiness.
- c) There are 'no good `neighbours, } there are 'thick `walls.
- d) ~Above the `mantelpiece } there is a \picture.

7. The non-final intonation-group under the letter ... is formed by an adverbial modifier of time. It is pronounced with a ... to convey the implication of ... to the previous information.

- a) 'Remember that a 'closed `mouth `gathers 'no \foot. (here "foot" is correct)
- b) In the ~evening } he `never takes a ,shower.

- c) If a 'woman starts 'teaching her ~husband } she is 'sure to prepare him for a 'new `wife.
- d) If you 'look like your ,passport photo } you are 'not well enough to `travel.

8. The non-final intonation-group under the letter ... is formed by an adverbial modifier of time. It is pronounced with a ... to convey the implication of ... to the previous information.

- a) If you 'want your `spouse to 'pay attention to 'every `word you ,say, } 'talk in your `sleep.
- b) 'Failure is 'not falling `down; } it is 'not getting `up again.
- c) My ~father } `doesn't ,smoke.
- d) On ~Tuesday } I 'usually `visit my `parents.

9. The non-final intonation-group under the letter ... is formed by a clause of the compound sentence. It is pronounced with a ... to convey the implication of ...

- a) If you 'pass the exam in pho,netics } your 'parents will present you with a new `car.
- b) 'Poor people are looking for `bread } 'reach people are buying `life.
- c) In `Dima's ,pockets } 'ladies can `find only `holes.
- d) Your `neighbour is working ,hard } and you are `sleeping at the ,lessons.

**Task III. Analyze the given below sentences and modulate the non-final intonation-groups. Explain your choice.**

1. The more you learn, the more you forget.
2. If you come in time, I'll give you the book back.



5. The phenomenon of *fricative plosion* is realized at the word boundary under the letter ...

- a) space ship;
- b) hope so;
- c) ten things;
- d) take milk.

6. The phenomenon of *fricative plosion* is realized within a word or at a word boundary in the sentence under the letter ...

- a) Nick's topic is the most interesting.
- b) She is a real star.
- c) East or West, home is best.
- d) Little lady Lilly lost her lovely locket.

### Test 2 B (Alveolar consonants before [θ, ð])

Find the correct answer.

1. Regressive assimilation affecting the place of articulation at the juncture of alveolar consonants and the interdental [θ], [ð] is observed only within a word.

- a) true;
- b) false.

2. At the juncture of alveolar consonants and the interdental [θ], [ð] the latter become dental.

- a) true;
- b) false.

3. As the result of regressive assimilation affecting the place of articulation alveolar consonants in the position before [θ], [ð] become ...

- a) postalveolar;
- b) liprounded;
- c) dental;
- d) fricative.

4. Regressive assimilation affecting the place of articulation is observed within the word under the letter ...

- a) paths;
- b) tenth;
- c) birthday;
- d) thrice.

5. Regressive assimilation affecting the place of articulation is observed at the word boundary under the letter ...

- a) bad thriller;
- b) five themes;
- c) big theatre;
- d) new thatch.

6. Regressive assimilation affecting the place of articulation is observed within a word or at a word boundary in the sentence under the letter ...

- a) A thousand faiths with a common dream.
- b) A thousand tongues with the common thing.
- c) A thousand heads with the single plan.
- d) Peace on Earth and good will to man.

7. Regressive assimilation affecting the place of articulation (in the clusters with [θ], [ð]) is observed in the word combination under the letter ...

- a) big thumbs;
- b) the fifth idea.
- c) the tenth boy;
- d) a bath for Jerry.

### Test 2 C (Combinations of consonant with [w])

Find the correct answer.

1. Labialization of [k] in the cluster [kw] is the result of regressive assimilation affecting the position of lips.

- a) true;
- b) false.





7. Short parentheses (I think, I believe, well, now, but etc.) do *not*, as a rule, form a separate intonation-group, because they:

- a) are absolutely unimportant;
- b) are linked very closely with the main remark;
- c) are ignored by the speaker;
- d) make utterances grammatically and semantically complete.

8. Such parenthetical clauses as “I suppose ..., I believe ..., I presume ..., I’m afraid ..., I think ...” ...

- a) are usually unstressed or partially stressed, though may take a full stress;
- b) often take a full stress;
- c) are unstressed, as a rule;
- d) may be pronounced with any nuclear tone.

9. Final Parentheses ...

- a) may form a tail of the tune or be pronounced as part of the nucleus of a Falling-Rising tone;
- b) may only be unstressed or partially stressed;
- c) may be pronounced with any nuclear tone;
- d) follow the intonation patterns of initial parentheses.

10. If Mid Parentheses are inserted between two intonation-groups, they typically ...

- a) form an intonation-group of its own and are pronounced on a higher pitch and at a quicker tempo;
- b) form an intonation-group of its own and are pronounced on a lower pitch and at a quicker tempo;
- c) don't form an intonation-group of its own and are pronounced on a higher pitch and at a quicker tempo;
- d) don't form an intonation-group of its own and are pronounced on a lower pitch and at a slower tempo.

Task II. Finish the sentences from the left column using the correct information from the right column.

### Part A

- |   |  |
|---|--|
| 1. Initial Parentheses are used for ... | a) conveying a side-thought;   |
|   | b) conveying the main idea;  |
|   | c) gaining time while the speaker is framing the main remark;        |
| 2. Mid Parentheses are used for ...     | d) calling the listener's attention to what is going to follow;      |
|   | e) showing the speaker's attitude towards the subject matter;        |
|   | f) summarizing and adding some details to the speaker's main remark; |
| 3. Final Parentheses are used for ...   | g) framing the main remark.  |

### Part B

- |                                   |  |
|-----------------------------------|--|
| 1. Initial Parentheses may be ... | a) pronounced with Low Rise;                                   |
|                                   | b) pronounced with Fall-Rise;                                  |
|                                   | c) pronounced with Fall;                                       |
| 2. Mid Parentheses may be ...     | d) unstressed;   |
|                                   | e) partially stressed;   |
|                                   | f) fully stressed and form part of the head;                   |
| 3. Final Parentheses may be ...   | g) pronounced as part of the nucleus of a Falling-Rising tune. |

Task III. Find the wrong variant.

1. Parentheses and parenthetical phrases ...

- a) are only partially related to the main subject matter;
- b) don't influence on grammatical and semantical completeness of an utterance;

- c) may be inserted at the beginning, in the middle or at the end of an utterance;
- d) make utterances grammatically and semantically complete.

## 2. Initial Parentheses ...

- a) often form a separate intonation-group;
- b) can be pronounced with any nuclear tone;
- c) usually form the head of the tune;
- d) add some emotional colouring to an utterance.

### Task IV. Fill in the gaps with the correct variant.

#### 1. Parentheses are ... related to the main remark.

- a) sometimes;
- b) partially;
- c) seldom;
- d) never.

#### 2. Initial Parentheses are often used for ... the listeners attention.

- a) drawing;
- b) paying;
- c) compelling;
- d) throwing.

#### 3. A ... pattern for Initial Parenthetical phrases is a Low Rising nuclear tone preceded by a normal (or high) prehead and high head.

- a) rare;
- b) only;
- c) common;
- d) nice.

#### 4. Additional emphasis or ... is imparted to the parenthetical phrase by a *Falling-Rising* nuclear tone.

- a) cordiality;
- b) contradiction;
- c) hesitation;
- d) contrast.

#### 5. Parentheses pronounced with a Falling tone sound ... and make the whole utterance more important.

- a) light;
- b) airy;
- c) weighty;
- d) heavy.

6 ... parentheses are linked very closely with the main remark and seldom form a separate intonation-group.

- a) Initial;
- b) Mid;
- c) Short;
- d) Final.

7 ... parentheses usually convey a side-thought.

- a) Initial;
- b) Mid;
- c) Short;
- d) Final.

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. In order to gain time for thinking over the answer or to call the listeners attention we use ...

2. ... sound weighty and make the whole utterance more important.

3. Additional emphasis or contrast is imparted to the parenthetical phrase by ...

4. -Short initial parentheses unstressed or stressed according ... attached to them. .

5. ... serve to summarize or add some details to the speakers mail remark.

6. If a speakers wants to make final parenthesis sound more prominent he pronounces it as part of the ...

7. ... may join to the first intonation-group as a tail or as part of the nucleus.

### Test 2 E (Practice)

**Task I. Identify if the intonation pattern with which a Parenthesis is pronounced corresponds to the meaning given in brackets.**

1. 'As for ,me ? I never bulk my lessons. (*incompleteness of information*)

2. 'By the `way ? what about your exam in phonetic? (*incompleteness of information*)

3. 'As for ,me ∫ I do my best to avoid stupid people. (*emphasis or contrast to the previous information*)

4. I ∫,hope it is not a cupboard-love. (*small importance for the speaker*)

5. I 'suspect her husband is a dog-bee. (*greater importance for the speaker*)

6. ,Well ∫ she says every Tom, Dick and Harry wants to marry her. (*unimportance for the speaker*)

7. 'Has he 'learned the ,rule at 'last? (*summary to the main remark*)

8. 'Go to the 'language ∫,laboratory at least. (*unimportance*)

9. Her 'elder ,son, ∫ as ∫,far as I ∫,know, ∫ is a 'cock on his own 'dunghill. (*a side-thought*)

10. 'That I ∫,believe ∫ is not my business. (*summary to the main remark*)

11. 'English comes 'naturally to him you ∫,know. (*additional prominence*)

12. 'Tom is her 'sugar-daddy I ∫,guess. (*additional prominence*)

**Task II. Parentheses in the given below sentences are pronounced in different way. Identify the meaning which is conveyed by their intonation patterns.**

1. 'Frankly ∫,speaking, ∫ 'ill 'gotten ∫ ,ill 'spent.

- a) sounds less important;
- b) conveys additional emphasis or contrast;
- c) conveys a side-thought;
- d) sounds weighty and makes the whole utterance more important.

2. I ∫,think a 'mad man made ,money ∫ and 'money made men 'mad.

- a) sounds less important;
- b) conveys additional emphasis or contrast;

- c) conveys a side-thought;  
d) sounds weighty and makes the whole utterance more important.
3. 'Sure, \ 'money 'answers 'all 'things.
- a) sounds less important;  
b) conveys additional emphasis or contrast;  
c) conveys a side-thought;  
d) sounds weighty and makes the whole utterance more important.
4. 'Money 'spent on the ,brain, \ 'I'm ,sure, \ is 'never spent in 'vain.
- a) sounds less important;  
b) conveys additional emphasis or contrast;  
c) conveys a side-thought;  
d) sounds weighty and makes the whole utterance more important.
5. 'Money 'makes the 'mare go, **I believe**.
- a) additional prominence;  
b) incompleteness of information;  
c) close links with the main remark and greater importance for the speaker;  
d) summary of the speaker's main remark.
6. As a 'matter of ,fact, \ our 'teacher is 'very 'strict.
- a) additional prominence;  
b) incompleteness of information;  
c) close links with the main remark and greater importance for the speaker;  
d) summary of the speaker's main remark.
7. It's 'written 'all over her ,face, **I suspect**.
- a) additional prominence;  
b) incompleteness of information;

- c) close links with the main remark and greater importance for the speaker;
- d) summary of the speaker's main remark.

8. Of 'course, I a'dore pho,netics.

- a) additional prominence;
- b) incompleteness of information;
- c) close links with the main remark and greater importance for the speaker;
- d) summary of the speaker's main remark.

**Task III. Find the phrases which correspond to the given incomplete commentary. Use logic and complete the commentary.**

1. The Initial Parentheses under the letter ... is pronounced with a High ... that's why it sounds *weighty* and makes the whole utterance *more important*.

- a) By the `way } you've 'missed a 'lot of `lessons.
- b) As a ,rule } our s'tudents are `hardworking.
- c) For my `own ,part } I prefer to `work in the `language laboratory.
- d) I believe 'all bad `people will be 'killed by their 'own `poison.

2. The Initial Parenthesis under the letter ... is pronounced with a ... stress. It is linked very closely to the main remark and doesn't form a separate intonation-group. The choice of the intonation pattern shows that the speaker gives greater prominence to the parenthesis.

- a) By the `way } you've 'missed a 'lot of `lessons.
- b) As a ,rule } our s'tudents are `hardworking.

- c) For my 'own ,part } I prefer to 'work in the 'language laboratory.
- d) I be'lieve 'all bad 'people will be 'killed by their 'own 'poison.

3. The Initial Parenthesis under the letter ... is pronounced with a ... , which imparts to it additional emphasis or contrast.

- a) By the 'way } you've 'missed a 'lot of 'lessons.
- b) As a ,rule } our s'tudents are 'hardworking.
- c) For my 'own ,part } I prefer to 'work in the 'language laboratory.
- d) I be'lieve 'all bad 'people will be 'killed by their 'own 'poison.

4. The Initial Parenthesis under the letter ... is ... and doesn't form a separate intonation-group as it is linked very closely to the main remark. The intonation pattern shows that the speaker *doesn't* consider the parenthesis to be of any importance.

- a) I ,hope 'things will soon im'prove.
- b) 'Probably 'they've got a ,milk 'ticket.
- c) Now, 'what's the 'damage?
- d) ,Well, } the 'game is 'worth the ,candle.

5. The Initial Parenthesis under the letter ... is pronounced with a ... stress and doesn't form a separate intonation-group as it is linked very closely to the main remark. The intonation pattern shows that the speaker consider the parenthesis of *smaller importance*.

- a) I sup,pose the infor'mation is at 'first 'hand?
- b) 'Probably 'they've got a ,milk 'ticket.
- c) Now, 'what's the 'damage?
- d) ,Well, } the 'game is 'worth the ,candle.

6. The ... Parenthesis under the letter ... is ... and pronounced as a tail of the Falling-Rising tone. It serves to summarize the speaker's main remark.

- a) The exam is 'easy, they ,hope.
- b) 'Honesty is the 'best 'policy I believe.
- c) They are 'very good at 'languages, you know.
- d) 'Lucky in ,cards, \ they ,say, \ 'unlucky in 'love.

7. The ... Parenthesis under the letter ... is ... stressed and pronounced as a tail of the Falling tone. It serves to summarize or add some details to the speaker's main remark.

- a) The exam is 'easy, they ,hope.
- b) 'Honesty is the 'best 'policy I believe.
- c) They are 'very good at 'languages, you know.
- d) 'Lucky in ,cards, \ they ,say, \ 'unlucky in 'love.

8. The ... Parenthesis under the letter ... is pronounced as part of the nucleus of a ... This intonation pattern helps to achieve additional prominence.

- a) The exam is 'easy, they ,hope.
- b) 'Honesty is the 'best 'policy I believe.
- c) They are 'very good at 'languages, you know.
- d) 'Lucky in ,cards, \ they ,say, \ 'unlucky in 'love.

9. The Mid Parenthesis under the letter ... is pronounced as a ... of the ... tone to convey a side-thought which the speaker wishes to communicate without waiting until he has finished his utterance.

- a) The e'xam is 'easy I ,hope.
- b) He is in 'low 'water they ,say \and does 'nothing.

- c) He is in 'low `water } and 'does `nothing, they say.
- d) 'Lucky in ,love as, } as far I ,know, } 'lucky in `life.

10. The Mid Parenthesis under the letter ... forms a separate intonation-group and is pronounced on a ... pitch and at a quicker tempo. It serves to convey the speakers side-thought.

- a) The e'xam is `easy I ,hope.
- b) He is in 'low `water they ,say } and does `nothing.
- c) He is in 'low `water } and 'does `nothing, they say.
- d) 'Lucky in ,love as, } as far I ,know, } 'lucky in `life.

**Task IV. Analyze the non-final intonation groups and modulate them. Explain your choice.**

1. To my mind, if you want to master the language you'll learn it.
2. By the way did you try to look through the dictionary?
3. To tell the truth you'll better choose another profession.
4. As a rule active students become good specialists.
5. This question as a rule is considered to be difficult.
6. Lena as far as I know has failed her exam.
7. Theatre of course is a great art.
8. I know everything of course.
9. You are a good girl I know.
10. The delegation has come at last.
11. Did they arrive at last?
12. Can you wash up at least?

### Test 3 A (Linking [r])

**Find the correct answer.**

1. When a word ending in [ə] is immediately followed by a word beginning with a vowel, the sound [r] is often inserted at the end of the first word joining it to the next one.

- a) true;
- b) false.



8. There is no linking [r] in the word sequence under the letter:

- a) more over;
- b) for a long time;
- c) an error of his;
- d) the center of the city.

9. The intrusive [r] is found in the word-combination under the letter:

- a) [vɛrɪ naɪs];
- b) [hɪər ənd ðɛə];
- c) [bɛrɪ ənd ɑːskri:m];
- d) [maɪr əʊn haʊs].

### Test 3 B (Practice)

Find the phenomenon of linking [r] in the given below sentences. Give commentary.

1. Her eyes were brown.
2. Don't mind if there is none in the room.
3. As far as I remember, phonetics is your favourite subject.
4. A year and a half is left.
5. Jerry is more or less a clever artist.
6. His mother and father are farmers.
7. Where is your cousin?
8. "Treasure and love!" – this is his slogan.
9. Marry was here a year ago.
10. I haven't seen him for a long time.
11. She attends lessons for the fear of punishment.
12. Helen asked to wait for a short while.
13. Where there is treasure, there is no measure.
14. A farmer and his son were eating bananas.
15. They are asking for a penny.
16. Theory and practice are often in opposition.



7. In *reading aloud* the most common pattern for *Initial Reporting* phrases is a:

- a) Mid Level;
- b) Low Rise;
- c) Fall;
- d) Fall-Rise.

8. *Final Reporting* phrases are usually pronounced ...

- a) as the tail of the tune;
- b) with a Low Rise
- c) with a Low Fall;
- d) as part of the nuclear Fall-Rise (Divided).

9. When a *Final Reporting* phrase is *long* it ...

- a) must form a separate intonation-group;
- b) may form a separate intonation-group;
- c) is linked closely to the *Quoted* speech;
- d) is pronounced at a low pitch of voice.

10. *Reporting* phrases in *Reported* speech ...

- a) may take various nuclear tones;
- b) usually form the tail of the tune;
- c) are pronounced with a Low Rise, as a rule;
- d) are commonly pronounced with a Falling tone.

**Task II. Finish the sentences from the left column using the correct information from the right column.**

### Part A

1. Mid Level static tone as a nuclear one ...

- a) shows that the *Initial Reporting* phrase is semantically incomplete and leads on to the more important part of the utterance.
- b) shows that the *Initial Reporting* phrase

2. Low Rise preceded by High Head (or Prehead) ...
3. Fall-Rise ...
4. High Fall ...
- c) is pronounced with some implication.
  - d) indicates that the Initial Reporting phrase is semantically incomplete without the following Quoted speech.
  - e) makes the Initial Reporting phrase sound unimportant.
  - f) shows that the Initial Reporting phrase is semantically and grammatically complete in itself and requires greater prominence.
  - g) makes the Initial Reporting phrase sound extremely important.
  - h) is widely used when Initial Reporting phrases appear in novels.

### Part B

1. A Final Reporting phrase ...
2. A Reporting phrase in Reported speech ...
- a) never forms part of the expanded nucleus of a Falling-Rising Divided tune.
  - b) often forms the tail of the tune of the Quoted speech.
  - c) is rising after the Rising or Falling-Rising nuclear tone.
  - d) may form a separate intonation group.
  - e) may be pronounced with various nuclear tones.
  - f) may form the head of the tune.
  - g) may form the prehead of the tune.

### Task III. Find the wrong variant.

1. A Reporting phrase in Reported speech...
- a) always forms the first (non-final) intonation-group;
  - b) may take various nuclear tones;

- c) may not form an intonation-group;
  - d) may form a head or a prehead of an utterance.
2. A Reporting phrase in the *middle* of an utterance ...
- a) forms a separate intonation-group;
  - b) usually forms the tail of the tune of the Quoted speech;
  - c) may be subdivided into intonation-groups if it is long;
  - d) may form part of the expanded nucleus of the Falling-Rising Divided tune.

**Task IV. Fill in the gaps with the correct variant.**

1. Reporting phrases are ... related to the main remark.
- a) sometimes;
  - b) partially;
  - c) seldom;
  - d) never
2. Reporting phrases preceding the Quoted are used ...
- a) rather often;
  - b) rather rarely;
  - c) frequently;
  - d) on special purposes
3. Medial or Final Reporting phrases ... in real conversation
- a) often appear;
  - b) are never used;
  - c) very often appear;
  - d) are hardly used at all.
4. Reporting phrases generally form a separate intonation-group which may be pronounced with different nuclear tones.
- a) Initial;
  - b) Final;
  - c) Medial;
  - d) Initial, Final and Medial.

5. ... Reporting phrases usually form the tail of the tune of the Quoted speech.

- |             |                               |
|-------------|-------------------------------|
| a) Initial; | c) Medial;                    |
| b) Final;   | d) Initial, Final and Medial. |

6. ... Reporting phrases generally follow the intonation pattern of final ones.

- |             |                               |
|-------------|-------------------------------|
| a) Initial; | c) Medial;                    |
| b) Final;   | d) Initial, Final and Medial. |

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. Initial Reporting phrases pronounced with Mid Level static tone are typical for ... .

2. In ... the most widely used pattern for Reporting phrases is a Low Rise.

3. An Initial Reporting phrase is separated from the Quoted speech by ... .

4. A Final Reporting phrase is as a rule ... from the Quoted speech by a pause.

5. A Reporting phrase in Reported speech may be pronounced as ... or form a separate intonation-group.

6. A ... is used when a Reporting phrase contains a word contrasted in meaning with another word.

7. A Falling nuclear tone can be used on a Reporting phrase when ... .

### Test 3 D (Practice)

**Task I. Identify if the intonation pattern with which a Reporting Phrase is pronounced corresponds to the given commentary.**

## Initial Reporting Phrases

Sentences	Meaning and cases of usage
1. As our 'boss > says: } "Rack your 'brains."	The Reporting phrase is <i>semantically incomplete</i> and <i>leads on to the more important part of the utterance</i> . Often used in novels.
2. My 'Dad used to > say: } "Truth is 'stranger than 'fiction."	The Reporting phrase is <i>semantically complete</i> in itself and <i>requires greater prominence</i> . Used in real conversation, as a rule.
3. She 'said with > pride: } "I'm the 'laziest student of the 'group."	The Reporting phrase is <i>semantically incomplete</i> and <i>leads on to the more important part of the utterance</i> . Used in real conversation, as a rule.
4. They > asked: } "Is the 'river 'running 'dry?"	The Reporting phrase is <i>semantically and grammatically incomplete</i> without the following Quoted speech. Used in real conversation, as a rule.
5. The 'proverb > runs: } "Who 'won't be 'ruled by the 'rudder } must be 'ruled by the 'rock."	The Reporting phrase is pronounced with some <i>implication</i> . Used both in conversation and in novels.
6. John 'asked 'anxiously: } "What do you 'think is the 'root of 'evil?"	The Reporting phrase sounds <i>semantically and grammatically complete</i> . It is used in lively conversation.
7. 'Julia ex,claimed: } "Stop 'boasting!"	The Reporting phrase sounds <i>semantically and grammatically incomplete</i> . It is commonly used in reading aloud.

Sentences	Meaning and cases of usage
8. The 'child com,plained: } "I'm 'very 'hungry, ,Mum."	Low Rise shows that the Reporting phrase is semantically and grammatically <i>incomplete without the following Quoted speech</i> . This pattern is typical for reading aloud.
9. 'Simon ,interested: } "Would you 'like ,Dutch 'cheese?"	Low Rise shows that the Reporting phrase is semantically and grammatically <i>complete without the following Quoted speech</i> . This pattern is typical for real conversation.
10. The 'woman ,wondered: } "Which is 'which?"	Low Rise shows that the Reporting Phrase is pronounced with some kind of <i>implication</i> . This pattern is typical for real conversation.
11. The 'beggar re'plied ,smiling: } "Of 'course, I'm ,happy."	High Fall shows that the Reporting phrase is relatively grammatically and semantically <i>complete in itself and requires greater semantic prominence</i> .
12. But 'George obj,ected: } " 'Heaven helps ,him } who ,helps him'self"	Fall-Rise here conveys the <i>implication of contrast</i> .
13. The 'scientist ,wondered: } "Is there any 'remedy for stu,pidity?"	Fall-Rise here conveys some <i>implication, may be contrast to the previous information</i> .
14. The 'student obj,ected: } "The 'more you 'learn } the ,more you for'get."	Fall-Rise here shows that the Reporting Phrase is relatively grammatically and semantically <i>complete in itself and requires greater semantic prominence</i> .

Sentences	Meaning and cases of usage
15. 'Jim ,laughed: } "Wishes 'don't wash 'dishes."	Fall-Rise here conveys some <i>implication</i>

### Final Reporting Phrases

Sentences	Meaning and cases of usage
1. "'Shall I 'answer?" the pupil 'asked.	The Final Reporting phrase is pronounced as <i>the tail of the Rising tone</i> and doesn't form a separate intonation-group. It serves to give some detail to the main remark which is conveyed by the Quoted speech. This intonation pattern is hardly used in real conversation.
2. "'Those who 'waste ,work `time } soon 'lose their 'work," was the reply.	The Final Reporting phrase is pronounced as <i>the tail of the Rising tone</i> and doesn't form a separate intonation-group. It serves to give some detail to the main remark which is conveyed by the Quoted speech. This intonation pattern is typical for conversational passages in novels.
3. "'Don't ,hurry } and you 'won't ,worry," Helen a'dvised.	The Final Reporting phrase is pronounced as <i>the tail of the Falling-Rising tone</i> and doesn't form a separate intonation-group. It serves to give some detail to the main remark which is conveyed by the Quoted speech. This intonation pattern is typical for conversational passages in novels.
4. "'Stupid 'people 'never re,cover," he sighed.	The Final Reporting phrase is unstressed and pronounced as <i>the tail of the Falling tone</i> and doesn't form a separate intonation-group. It serves to

Sentences	Meaning and cases of usage
	give emphasis to the main remark which is conveyed by the Quoted speech.
5. "I know 'more than 'you," says ,Alec.	The Final Reporting phrase forms <i>part of the expanded nucleus of the Fall-Rise</i> divided. As a rule this intonation pattern is used to express contrast.
6. "She 'likes nature in spite of \what she 'did to her", Bob ,laughed.	The Final Reporting phrase is pronounced as <i>the tail of the Rising tone</i> and doesn't form a separate intonation-group. It serves to give some detail to the main remark which is conveyed by the Quoted speech.
7. "Your 'boyfriend is a 'good-time \Charley", mother used to warn.	The Final Reporting phrase <i>forms part of the expanded nucleus of the Fall-Rise</i> divided. As a rule this intonation pattern is used to express contrast.

### Reporting Phrases in Reported Speech

Sentences	Meaning and cases of usage
1. 'David re'marked that ex'perience 'keeps a 'dear ,school.	The Reporting phrase doesn't form a separate intonation-group but <i>the first notional word is important enough to take a full stress</i> . So it starts the <i>head</i> of the utterance.
2. She ,answered that it was 'not 'his business.	The Reporting phrase doesn't form a separate intonation-group <i>and the first word of it isn't important enough to take a full stress</i> . It is partially stressed and forms the <i>prehead</i> of the tune.
3. The 'manager re'minded her ,secretary	The Reporting phrase is pronounced with a Low Rise preceded by a low

Sentences	Meaning and cases of usage
<p>∫ that 'all the 'papers must be 'ready by '10 o'clock.</p>	<p>head. Low Rise shows <i>incompleteness</i> of information.</p>
<p>4. The 'proverb 'runs ∫ that it is 'better 'not to 'trouble 'trouble ∫ 'otherwise ∫ ,trouble will 'trouble 'you.</p>	<p>The Reporting phrase forms a separate intonation-group and is pronounced with a High Fall to convey <i>incompleteness</i>.</p>
<p>5. She re'peated with ,pleasure ∫ that her 'brother was 'learning A'rabic.</p>	<p>The Reporting Phrase doesn't form a separate intonation-group and <i>the first notional word of it becomes the head of the whole utterance</i>.</p>
<p>6. He 'always 'boasts that he is 'quite a 'catch. (завидный жених)</p>	<p>The Reporting phrase doesn't form a separate intonation-group and <i>the first word of it isn't important enough to take a full stress</i>. It is partially stressed and forms the <i>prehead</i> of the tune.</p>
<p>7. He ,wondered if 'women can "ever keep 'silent.</p>	<p>The Reporting phrase doesn't form a separate intonation-group but <i>the first notional word is important enough to take a full stress</i>. So it starts the <i>head</i> of the utterance.</p>

Task II. Find the phrases which correspond to the given incomplete commentary. Use logic and complete the commentary.

1. The Initial Reporting phrase under the letter ... is pronounced with ... tone as the nuclear one. It shows that the intonation-group is semantically incomplete and leads on to the more important part of the utterance.

a) 'Jill > insisted: ∫ "There is 'neither 'rhyme ∫ nor 'reason ,in it".

- b) "He'll never support this idea," Sarah objected.
- c) They ordered: "We want your shirt."
- d) Tom objected: "It's not true. All's in shipshape and Bristol fashion."

2. The Initial Reporting phrase under the letter ... is pronounced with ... which conveys some implication. To be exact – contrast.

- a) Jill insisted: "There is neither rhyme nor reason in it".
- b) "He'll never support this idea," Sarah objected.
- c) They ordered: "We want your shirt."
- d) Tom objected: "It's not true. All's in shipshape and Bristol fashion."

3. The Initial Reporting phrase under the letter ... is pronounced with ... . This tone shows that the Reporting phrase is semantically and grammatically complete in itself and requires greater prominence.

- a) Jill insisted: "There is neither rhyme nor reason in it".
- b) "He'll never support this idea," Sarah objected.
- c) They ordered: "We want your shirt."
- d) Tom objected: "It's not true. All's in shipshape and Bristol fashion."

4. The ... Reporting phrase under the letter ... forms part of the expanded nucleus of ... . This intonation pattern is used to express contrast.

- a) "He'll never support this idea," Sarah objected.
- b) She repeated with pleasure "Just imagine him learning the German language."

- c) 'Mary re'peated her ,question: } "Do you a'gree with the 'argument?"
- d) 'Dad ,stopped her: } "It's 'not your 'business!"

5. The ... Reporting phrase under the letter ... is pronounced with ... which shows that this Reporting phrase is semantically and grammatically incomplete without the following Quoted speech.

- a) "He'll 'never su'pport this i'dea," Sarah objected.
- b) She re'peated with ,pleasure } "Just i'magine him 'learning Arabic"
- c) 'Mary re'peated her ,question: } "Do you a'gree with the 'argument?"
- d) 'Dad ,stopped her: } "It's 'not your 'business!"

6. The ... Reporting phrase under the letter ... is pronounced with ... which due to its categoric and definite character adds greater semantic ... to the Reporting phrase.

- a) The 'dean repeated } that he'll cont'roll "every e'xam
- b) 'He who 'laughs ,last } ,laughs 'longest.
- c) The 'monkey is surp,rised: } "Where is your ba'nana?" ,
- d) "Little 'things 'please 'little 'minds", she re,marked.

**Task III. Analyze the Reporting phrases and modulate them. Explain your choice.**

1. Anthony laughed at him: "Better the foot slip than the tongue trip" (*real conversation*)
2. Nelly only smiled at him: "Not much of a catch, honey" (*real conversation*) /Невелика ценность/
3. She repeated in a quick tempo: "I wish you were a fish of my dish." (*reading aloud*)



4. The sonorant [r] is *completely* devoiced ...
- a) in the position after all voiceless consonants;
  - b) only in the position after the voiceless consonants [p, t, k];
  - c) after the voiceless consonants [p, t, k] only in stressed syllables;
  - d) after the voiceless consonants [p, t, k] at a word boundary.
5. The sonorant [r] in an *unstressed* syllable is *partially* devoiced ...
- a) after all voiceless consonants;
  - b) only after the voiceless consonants [p, t, k];
  - c) when it is followed by any voiceless consonant;
  - d) only after fricative consonants.
6. In the clusters [spr, str, skr] the sonorant [r] is devoiced ...
- a) completely;
  - b) partially;
  - c) partially (only in unstressed syllables);
  - d) partially (at a word boundary).
7. The sonorant [r] is devoiced *completely* within the word (or at the word boundary) under the letter ...
- a) pray;
  - b) spray;
  - c) fry;
  - d) a black rabit

**Test 4 B** (Combinations of alveolar and interdental consonants with [r] (tr, dr, θr, ðr)).

Find the correct answer.

1. In the clusters [tr, dr] *regressive* assimilation affecting *the place of articulation* is observed. So, alveolar [t, d] become post-alveolar.
- a) true;
  - b) false.



7. Within only *one* word *three* types of assimilation take place: *progressive* assimilation affecting the *work of the vocal cords* + *progressive* assimilation affecting the *manner of articulation* + *regressive* assimilation affecting the *place of articulation*. This word is under the letter ...

- a) crazy;  
b) spray;

- c) truly;  
d) thrice.

### Test 4 C (Practice)

In the given below words, word combinations and utterances find combinations of consonants with the sonorant [r]. Comment on the types of assimilation which take place in them.

I	II	III	IV	V	VI
cream	proud	tram	shrug	dream	through
scream	spring	street	frog	laundry	teethridge
secret	opera	waitress	Geoffrey	'bedroom	with rain
back road	stop writing	that road	shrewd	'bad 'room	with reading

1. A crazy crow is crying in the street.
2. Bring her a dry dress immediately.
3. These grey trousers can't hide his strong but crooked legs.
4. His pretty secretary is free in creating ability-to-pay approach theories.
5. Don't even dream to hide your skeleton in the wardrobe!
6. I prefer fruit to ice-cream.
7. Men prefer frowns of pretty girls to smiles of their grizzly wives.
8. Geoffrey promised not to cross the forbidden line more than thrice.
9. Patrice agreed to celebrate his anniversary in Cambridge.
10. The waitress saw crowds of green frogs in the corridor.



- c) is added simply as an expression of politeness, affection or criticism;
- d) singles out the person named from a number of others.

6. Medial Direct Address ...

- a) is used to call the listener's attention to the subject matter;
- b) is used to call the listener's attention to the fact that the remark concerns him personally;
- c) is added simply as an expression of politeness, affection or criticism;
- d) singles out the person named from a number of others.

7. Initial Direct Address is pronounced ...

- a) with any nuclear tone;
- b) with a Low Rise, as a rule;
- c) as a head of the tune;
- d) with a Falling tone.

8. Final Direct Address is pronounced ...

- a) with any nuclear tone;
- b) with a Fall-Rise, as a rule;
- c) as the tail of the tune or as a part of a Fall-Rise;
- d) as the tail of the tune or with a Low Rise.

9. Medial Direct Address is pronounced...

- a) with any nuclear tone;
- b) with a Fall-Rise, as a rule;
- c) as the tail of the tune or as a part of a Fall-Rise;
- d) as the tail of the tune or with a Low Rise.

10. The intonation pattern with which a Direct Address is pronounced is determined by ...

- a) the communicative type of an utterance;
- b) the speaker's attitude to the listener, situation of communication and the subject matter;

- c) the listener's attitude to the speaker, situation of communication and the subject matter;
- d) the subject matter.

**Task II. Finish the sentences from the left column using the correct information from the right column.**

### Part A

- |   |   |
|---|---|
| 1. Initial Direct Address may be pronounced ... | a) with a Low Rising nuclear tone;<br>b) with a Fall;<br>c) with the Falling-Rising nuclear tone;<br>d) as part of the nuclear Fall-Rise; |
| 2. Medial Direct Address may be pronounced ...  | e) as the tail of the High Rising tone;<br>f) as the tail of the High Falling nuclear tone;   |
| 3. Final Direct Address may be pronounced ...   | g) as the tail of a Fall-Rise;<br>h) as part of the head;<br>i) as part of the prehead.   |

### Part B

- |   |  |
|---|--|
| 1. A Falling tone on an Initial Direct Address ...        | a) is normally used in informal conversation;<br>b) may suggest warning;<br>c) conveys the speakers serious attitude to what he is going to say; |
| 2. A Falling-Rising tone on an Initial Direct Address ... | d) is advisable in addressing an audience at the beginning of a formal speech;<br>e) conveys the speaker's warm and friendly attitude;           |
| 3. A Low Rising tone on an Initial Direct Address ...     | f) may suggest a wish to single out the person named from a number of others;<br>g) shows warm and polite attitude;<br>h) may convey antagonism. |

**Task III. Find the wrong variant.**

1. Direct Address placed at the *end* of an utterance .
  - a) doesn't serve to attract the listener's attention;
  - b) is added simply as an expression of politeness;
  - c) conveys the speaker's special respect;
  - d) may convey affection or criticism;
  - e) is usually pronounced as the tail of the tune (unstressed or partially stressed);
  - f) may be pronounced as part of a Fall-Rise Divided.
  
2. Direct Address placed in the *middle* of an utterance ...
  - a) is not assigned to attract the listener's attention;
  - b) is often added simply as an expression of politeness;
  - c) serves as a special mean to convey the speaker's attitude to the listener;
  - d) may convey affection or criticism;
  - e) is usually pronounced as the tail of the tune (unstressed or partially stressed);
  - f) may be pronounced as part of a Fall-Rise Divided.

**Task IV. Fill in the gaps with the correct variant.**

1. When the speaker wants to call his listener's attention to the subject matter he places Direct Address ... of an utterance.

- |                      |                   |
|----------------------|-------------------|
| a) at the beginning; | c) in the middle; |
| b) at the end;       | d) at any place.  |

2. When Direct Address is added simply as *an expression of politeness* it is placed ... of an utterance.

- a) at the beginning;
- b) at the end;
- c) in the middle;
- d) at the end or in the middle.

3. When the speaker wants the *final* Direct Address sound warmer and more prominent he pronounces it ... nuclear tone.

- a) with the Falling;
- b) with the Rising;
- c) as part of the Falling-Rising;
- d) as part of the Rising-Falling.

4. Medial Direct Address is pronounced in the same way as ...

- a) Initial Parenthesis;
- b) Initial Direct Address;
- c) Final Direct Address;
- d) Initial non-final intonation-group.

5. *Warm* attitude to the speaker can be conveyed by ... of Direct Address.

- a) initial;
- b) final;
- c) medial
- d) any type.

6. If a speaker wants to show his *serious* attitude to the listener and to the subject matter he pronounces Initial Direct Address with a ... tone.

- a) Falling;
- b) High Rising;
- c) Falling-Rising;
- d) Rising-Falling.

7. Initial Direct Address in *informal* speech sounds *warmer* if it is pronounced with a ... tone.

- a) Falling;
- b) High Rising;
- c) Low Rising;
- d) Rising-Falling.

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. Direct Address is found in ... or ... position if a speaker simply wants to express politeness.

2. Direct Address at the end of an utterance sounds ... and ... if it is pronounced as part of a Falling-Rising Divided nucleus.

3. ... Direct Address is pronounced in the same way as Final Direct Address.

4. Direct Address may be pronounced as the tail of the tune only in the ... or ... position.

5. In informal situation of communication initial Direct Address is pronounced with ... or ... .

6. Direct Address forms a separate intonation group only ... beginning of an utterance.

7. The speaker chooses the intonation pattern with which the Direct Address is pronounced in accordance with his ... to the situation of ... .

#### Test 4 E (Practice)

Task 1. Identify if the intonation pattern with which Direct Address is pronounced corresponds to the given commentary.

Sentences	Meaning and cases of usage
1. 'Daddy, I have any brothers?	The Initial Direct Address is pronounced with a Fall-Rise to convey the speaker's <i>warm</i> and <i>friendly</i> attitude. This intonation pattern is typical for <i>informal</i> conversation.
2. 'Henry, do you want a hand?	The Initial Direct Address is pronounced with a Low Rise and forms a separate intonation group. It sounds <i>warm</i> and <i>polite</i> . Such intonation pattern is typical for <i>informal</i> conversation.
3. 'Now, boys, let's do it again.	The Final Direct Address is unstressed and pronounced as the tail of the Falling tone. It is added simply as an <i>expression of politeness</i> .
4. 'Come and help me, dear.	The Final Direct Address is unstressed and pronounced as the tail of the Rising tone. It is added simply as an <i>expression of affection</i> .

Sentences	Meaning and cases of usage
5. 'Open the 'window, ,Jane.	The Medial Direct Address is partially stressed and pronounced as the tail of the Falling tone. When this intonation pattern is used the utterance sounds <i>warmer</i> and the address is <i>more prominent</i> .
6. 'Good 'morning, Mrs. ,Wood.	The Final Direct Address is pronounced as part of the Falling-Rising Divided nuclear tone. When this intonation pattern is used the utterance sounds <i>warmer</i> and the address is <i>more prominent</i> .
7. 'Mum, } 'give me something to ,eat.	The Initial Direct Address is pronounced with a Fall-Rise to convey the speaker's <i>categoric</i> attitude. This intonation pattern is typical for formal conversation.
8. ,Susan, } ,come and ,help me.	The Initial Direct Address is pronounced with a Low Rise and forms a separate intonation group. The following intonation group shows that it sounds casual.
9. 'Children, } 'don't make so much 'noise.	The Falling tone on the Initial Direct Address shows the speaker's serious attitude to what he is going to say.
10. 'Kitty, } 'why aren't you ,eating anything?	The Initial Direct Address is pronounced with Fall-Rise to convey the speaker's <i>critical</i> attitude. This intonation pattern is typical for formal conversation.
11. 'Keep 'silent, ,girls.	The Final Direct Address is pronounced at a low pitch after the High Falling tone. It is added as <i>an expression of affection</i> .

Sentences	Meaning and cases of usage
12. I ,say, Mum, } 'what's the `salt for?	The Medial Direct Address is pronounced as the tail of a Low Rise. It is added simply as an <i>expression of affection</i> .
13. 'Ladies and } 'gentlemen, } 'let me open our `meeting.	The Initial Direct Address is pronounced with the High Falling nuclear tone and forms a separate intonation group. This intonation pattern shows the speaker's <i>casual</i> attitude to what he is going to say and is suitable when <i>addressing an audience</i> .
14. I'm 'quite `sure, ,Helen } ' you'll }pay for your mean `acts soon.	The Medial Direct Address is pronounced as part of the Falling-Rising Divided nuclear tone. When this intonation pattern is used the utterance sounds <i>more prominent</i> .
15. 'Don't forget, } honey, } the 'wife is the key to the }house.	The Medial Direct Address is pronounced with a Fall-Rise to convey the speaker's <i>sceptical</i> attitude. This intonation pattern is typical for <i>informal</i> conversation.

Task II. Find the phrases in which Direct Address corresponds to the given incomplete commentary. Use logic and complete the commentary.

1. The Initial Direct Address under the letter ... is pronounced with ... to convey the speaker's very *warm* and *friendly* attitude. This intonation pattern is typical for *informal* conversation.

- a) 'George, } don't you know that the calmest husbands make the stormiest wives?
- b) 'Don't be upset, Patricia, } a man is like a bus: if you miss one, there will be another one along in a few minutes.

- c) 'Alice, } it's a common knowledge, that women in mischief are wiser than men.
- d) 'Dear daughter-in-law } only a good wife makes a good husband.

2. The Medial Direct Address is pronounced as part of the ... Divided nuclear tone. When this intonation pattern is used the utterance sounds ... and the address is *more prominent*.

- a) 'George, } don't you know that the calmest husbands make the stormiest wives?
- b) 'Don't be upset, Patricia, } a man is like a bus: if you miss one, there will be another one along in a few minutes.
- c) 'Alice, } it's a common knowledge, that women in mischief are wiser than men.
- d) 'Dear daughter-in-law } only a good wife makes a good husband.

3. The Initial Direct Address is pronounced with the High Falling tone and forms a separate intonation group. This intonation pattern conveys the speaker's ... attitude to what he is going to say and is suitable in addressing an ... .

- a) 'George, } don't you know that the calmest husbands make the stormiest wives?
- b) 'Don't be upset, Patricia, } a man is like a bus: if you miss one, there will be another one along in a few minutes.
- c) 'Alice, } it's a common knowledge, that women in mischief are wiser than men.
- d) 'Dear daughter-in-law } only a good wife makes a good husband.

4. The Initial Direct Address is pronounced with ... Rise and forms a separate intonation group. It sounds ... and *polite*. Such intonation pattern is typical for *informal* conversation.

- a) 'George, \ don't you know that the calmest husbands make the stormiest wives?
- b) 'Don't be upset, Patricia, \ a man is like a bus: if you miss one, there will be another one along in a few minutes.
- c) 'Alice, \it's a common knowledge, that women in mischief are wiser than men.
- d) 'Dear daughter-in-,law \ only a good wife makes a good husband.

5. The Final Direct Address is partially stressed and pronounced as the tail of the Falling tone. It is added simply as an ... .

- a) A woman, a dog and a walnut tree, the more you beat them the better they 'be, dear ,wife
- b) Women may blush to hear what they were not ashamed to 'do, ,Jimmy.
- c) Silence is a woman's best 'garment, ,honey.
- d) Will you come to,morrow, 'Barbara?

6. The Final Direct Address is partially stressed and pronounced as the tail of the Rising tone. It is added simply as an ... .

- a) A woman, a dog and a walnut tree, the more you beat them the better they 'be, dear ,wife
- b) Women may blush to hear what they were not ashamed to 'do, ,Jimmy.
- c) Silence is a woman's best 'garment, ,honey.
- d) Will you come to,morrow, 'Barbara?

7. The Final Direct Address is pronounced as part of the ... Divided nuclear tone. When this intonation pattern is used the utterance sounds *warmer* and the address is ... .

- a) A woman, a dog and a walnut tree, the more you beat them the better they 'be, dear ,wife
- b) Women may blush to hear what they were not ashamed to 'do, ,Jimmy.
- c) Silence is a woman's best 'garment, ,honey.
- d) Will you come to,morrow, Barbara?

**Task III. Analyze the given sentences. Use appropriate intonation pattern on Direct Address. Explain your choice.**

- 1. Richard, it's a wrong time to joke.
- 2. Dear guests, follow me, please.
- 3. Helen, aren't you tired yet?
- 4. Mary, pass me the salt, please.
- 5. Paul, have another helping of salad.
- 6. Mary, who is the message from.
- 7. I'm sure, Ted, this juice is spoiled.
- 8. No doubt, Yana, she is a really stupid woman.
- 9. Be tolerant, Susan. Soon she will die from her own poison.
- 10. Can you help me with the home task, Alice?
- 11. Move out of my way, Peter.
- 12. Intelligent people know at least two faring languages, Carol.
- 13. Is such life worth living, Mum?
- 14. Who is this present from, David?

### Test 5 A (Absence of Assimilation in some Consonant Clusters)

**Find the correct answer.**

1. Clusters of *alveolar* and *labio-dental fricatives* with the *interdental* sounds [s<sub>∩</sub>θ, z<sub>∩</sub>ð, s<sub>∩</sub>ð, ð<sub>∩</sub>s, θ<sub>∩</sub>z, v<sub>∩</sub>ð, f<sub>∩</sub>ð] and those of



6. Beginners experience special difficulty in ... the clusters [s\_θ, z\_ð, s\_ð, ð\_s, θ\_z, v\_ð, f\_ð] and [v\_w, f\_w].

- pronunciation;
- perception;
- pronunciation and perception;
- writing.

### Test 5 B (Practice)

From the given below tables write out the words or word combinations where it is necessary to observe *absence of assimilation* according to the place and manner of articulation.

1

[kləʊðz]	[dwel]	['dɪfθoʊ]	[e'ɪzəbəθ_vɪl]
[twɑɪlaɪt]	['ɒfwɪ'laɪt]	[bɪtrɪɪ]	[spi:k]

2

['hɑ:f_wer]	[plɪɪs]	[lɒks]	[mɒθs]
[swetə]	[wɪð_sɛərə]	[grəʊθ_zəʊn]	[si:dz]

3

[wɪðstænd]	[drɑɪvə]	[rʊfwɜ:k]	[æpl]
[stræk]	[əv_ðə_sɪtɪ]	[stri:m]	[wɪð_zest]

4

[fɪfθ]	[swɒləʊ]	[jelfwɛə]	[swaɪn]
[mɪtɪn]	['lenθstɒp]	[kwɒtə]	[faɪv_waɪvz]

Task II. In the given below sentences find the cases where it necessary to observe *absence of assimilation* according to the place and manner of articulation.

- Many people can't believe that.
- Handle with serious care women and glass.



- c) formulas of affection;
  - d) phrases of everyday communication.
5. The degree of politeness is usually expressed ...
- a) lexically;
  - b) by means of intonation and in wording;
  - c) by means of intonation only;
  - d) in wording only.
6. According to the degree of politeness they usually subdivide conversational formulas into:
- a) normal, neutral, friendly and casual;
  - b) normal, emotional and casual;
  - c) normal, friendly and casual;
  - d) polite, impolite and normal.
7. *Normal* (neutral) *Greetings*, Expressions of *Gratitude* and *Apologies* are pronounced with the ...
- a) Low Rising nuclear tone preceded by high head;
  - b) Falling nuclear tone;
  - c) Falling-Rising nuclear tone;
  - d) High Rising nuclear tone.
8. *Normal* (neutral) *Farewells* are pronounced with the ...
- a) Low Rising nuclear tone preceded by high head;
  - b) Falling nuclear tone;
  - c) Falling-Rising nuclear tone;
  - d) Low Rising nuclear tone preceded by low head.
9. *Casual* *Greetings*, *Farewells*, *Apologies* and Expressions of *Gratitude* are pronounced with the ...
- a) Low Rising nuclear tone preceded by high head;
  - b) Falling nuclear tone;
  - c) Falling-Rising nuclear tone;
  - d) Low Rising nuclear tone preceded by low head.

10. *Warm and friendly* Greetings, Farewells, Apologies and Expressions of Gratitude are pronounced with the ...

- a) Low Rising nuclear tone preceded by high head;
- b) Falling nuclear tone;
- c) Falling-Rising nuclear tone;
- d) Low Rising nuclear tone preceded by low head.

11. "Excuse me" used initially in a conversation most typically has a ...

- a) Low Rising nuclear tone preceded by high head;
- b) Falling nuclear tone;
- c) Falling-Rising tone;
- d) Low Rising nuclear tone preceded by low prenuclear part.

12. "Pardon" and "sorry" when used interrogatively are always pronounced with the ...

- a) Low Rising nuclear tone preceded by high head;
- b) Falling nuclear tone;
- c) Falling-Rising nuclear tone;
- d) High Rising nuclear tone.

**Task II. Finish the sentences from the left column using the correct information from the right column.**

**Part A**

- |                         |  |
|-------------------------|--|
|                         | a) are suitable in various kinds of situations;            |
| 1. Normal Greetings ... | b) are pronounced with the Falling nuclear tone;           |
|                         | c) are pronounced with a Low Rise preceded by a high head; |
|                         | d) are pronounced with a Fall-Rise;                        |
| 2. Normal Farewells ... | e) are never pronounced with the low head;                 |

3. Normal Expressions  
of Gratitude ...

f) are generally combined with a high level or stepping head;

g) are pronounced with the Low Rising nuclear tone preceded by a low prenuclear part;

h) depending on the wording and the speaker's voice-colouring may sound either *sincere* and *serious* or *formal* and *brisk*.

4. Normal Apologies ...

### Part B

1. Friendly Greetings  
are ...

a) suitable in various kinds of situations;

b) pronounced with the Falling nuclear tone;

c) pronounced with a High Rise;

2. Friendly Farewells  
are...

d) pronounced with a Fall-Rise preceded by high level or sliding head;

e) never pronounced with low types of heads;

3. Friendly  
Expressions of Gratitude  
are...

f) used in situation where the expression of gratitude or apology is but a mere formality;

4. Friendly Apologies  
are ...

g) considered as very warm and friendly;

h) not typical for formal conversation.

### Part C

1. Casual Greetings  
are ...

a) suitable in various kinds of situations

b) can be pronounced with a Low Fall or Low Rise preceded by low prenuclear part

2. Casual Farewells  
are...

c) pronounced with a Fall-Rise preceded by a high level or sliding head

3. Casual Expressions of Gratitude are...
4. Casual Apologies are ...
- d) never pronounced with high types of heads
  - e) used in situation where the expression of gratitude or apology is but a mere formality
  - f) used between people on familiar terms
  - g) not typical for formal conversation

Task III. Find the wrong variant.

1. Conversational formulas ...

- a) play an important role in communication;
- b) help to establish or to keep up the contact between people;
- c) are regarded as an essential part of the social norms of speech communication;
- d) are seldom used in speech;
- e) can be defined as formulas of politeness;
- f) vary in the degree of politeness.

2. Normal Farewells ...

- a) are pronounced with a Low Rise preceded by high prenuclear pitch;
- b) are suitable in various kinds of situations;
- c) are pronounced with the Falling nuclear tone;
- d) are never pronounced with the low types of heads;
- e) depending on the wording and the speaker's voice-colouring may sound either *sincere* and *serious* or *formal* and *brisk*;
- f) are suitable in formal conversation.

3. Casual Greetings, Farewells, Apologies, expressions of Gratitude are ...

- a) used between people on familiar terms;
- b) never pronounced with high types of heads;

- c) used in situation where the expression of gratitude or apology is but a mere formality;
- d) suitable in various kinds of situations;
- e) are not advised to be used formal conversation;
- f) are not for intelligent people in professional sphere of communication.

Task IV. Fill in the gaps with the correct variant.

1. ... conversational formulas are suitable in *various kinds of situations*.

- a) Normal;
- b) Casual;
- c) Friendly;
- d) All types.

2. ... conversational formulas are used between people on *familiar terms*.

- a) Normal;
- b) Casual;
- c) Friendly;
- d) All types.

3. ... conversational formulas are used to express the speaker's *warm and friendly* attitude towards the listener.

- a) Normal;
- b) Casual;
- c) Friendly;
- d) All types.

4. The speaker uses a ... tone when he wants to make his *Apology* sound *neutral*.

- a) Falling;
- b) Low Rising;
- c) Falling-Rising;
- d) Rising-Falling.

5. The speaker uses a ... **tone** when he wants to make his *Farewell* sound *neutral*.

- a) Falling;
- b) Low Rising;
- c) Falling-Rising;
- d) Rising-Falling.

6. A *Greeting* pronounced with a ... tone preceded by a high prenuclear part sounds *warmer* and *polite*.

- a) Falling;
- b) Low Rising;
- c) Falling-Rising;
- d) Rising-Falling.

7. An *expression of Gratitude* pronounced with a ... tone preceded by a high prenuclear part sounds *warmer* and *polite*.

- a) Falling;
- b) Low Rising;
- c) Falling-Rising;
- d) Rising-Falling.

8. An *Apology* pronounced with a ... tone preceded by a high prenuclear part sounds *warmer* and *polite*.

- a) Falling;
- b) Low Rising;
- c) Falling-Rising;
- d) Rising-Falling.

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. A Fall-Rise on conversational formulas makes them sound ... and ... .

2. Greetings, Apologies, expressions of Gratitude pronounced with a Fall preceded by high prenuclear part sound ... .

3. Greetings, Farewells, Apologies, expressions of Gratitude pronounced with a Low Rise preceded by low prenuclear part sound ... .

4. A Farewell pronounced with a Low Rise preceded by low prenuclear part sound ... .

5. "Pardon" and "sorry" when used interrogatively is always said with a ... .

6. Initial "excuse me" most typically has a ... tone.

7. Greetings, Apologies, expressions of Gratitude pronounced with a Low Rise preceded by high prenuclear part sound ... and ... .

## Test 5 D (Practice)

Task 1. Identify if the intonation pattern with which a conversational formula is pronounced corresponds to the given commentary.

Sentences	Meaning and cases of usage
1. 'Good 'morning, children.	The Greeting sounds <i>neutral</i> , as it is pronounced with a High Fall preceded by a high level head.
2. I'm 'sorry in'deed.	The Apology sounds <i>neutral</i> , as it is pronounced with a High Fall preceded by a high level head.
3. 'Thank you very 'much.	The expression of Gratitude sounds <i>warm and friendly</i> , as it is pronounced with a High Fall preceded by a high level head.
4. 'Good ,bye, children.	The Farewell sounds <i>neutral</i> , as it is pronounced with a Low Fall preceded by a high level head.
5. 'Good ,morning, honey.	The Greeting sounds <i>neutral</i> , as it is pronounced with a Fall-Rise.
6. 'Good ~night, children.	The Farewell sounds <i>warm and friendly</i> , as it is pronounced with a Fall-Rise.
7. 'Thank you 'so ,much.	The expression of Gratitude sounds <i>polite</i> , as it is pronounced with a Fall-Rise preceded by a high level head.
8. I'm 'awfully ,sorry.	The Apology sounds <i>warm and friendly</i> , as it is pronounced with a Fall-Rise.
9. ,See you.	The Farewell sounds <i>casual</i> , as it is pronounced with a Low Rise.
10. ,Morning.	The Greeting sounds <i>warm and friendly</i> , as it is pronounced with a Low Rise.

Sentences	Meaning and cases of usage
11. ,Sorry	The Apology sounds <i>neutral</i> , as it is pronounced with a Low Rise.
12. 'Sorry	“Sorry” sounds here <i>interrogatively</i> as it is pronounced with a High Rise.
13. ,Thanks.	The expression of Gratitude sounds <i>polite</i> , as it is pronounced with a Fall-Rise preceded by a high level head.
14. 'Thank you so ,much.	The expression of Gratitude sounds <i>polite</i> , as it is pronounced with a Fall-Rise preceded by a high level head.
15. Bye-,bye.	The Farewell sounds <i>casual</i> due to its wording and intonation pattern (a Low Rise is used)
16. It's 'not trouble at ,all.	The phrase used in response to an expression of Gratitude sounds <i>very warm and friendly</i> , as it is pronounced with a Low Rise preceded by a high level head.
17. ^Welcome.	The phrase used in response to an expression of Gratitude sounds <i>very warm and friendly</i> , as it is pronounced with a Low Rise preceded by a high level head.

Task 11. Find the phrases in which a conversational formula corresponds to the given incomplete commentary. Use logic and complete the commentary.

1. The Greeting sounds ... as it is pronounced with a Low Rise.

- a) 'Good 'morning, ,George. It's high time to start.
- b) ,Hi, Jack. How are you?

- c) 'Good-,bye, 'everybody.  
d) I'm `really very ,grateful to you.
2. The Greeting sounds neutral as it is pronounced with a ...
- a) 'Good `morning, ,George. It's high time to start.  
b) ,Hi, Jack. How are you?  
c) 'Good-,bye, 'everybody.  
d) I'm `really very ,grateful to you.
3. The Farewell sounds *neutral* as it is pronounced with ... preceded by a high level head.
- a) 'Good `morning, ,George. It's high time to start.  
b) ,Hi, Jack. How are you?  
c) 'Good-,bye, 'everybody.  
d) I'm `really very ,grateful to you.
4. The expression of ... sounds very *warm* and *friendly* as it is pronounced with a ...
- a) 'Good `morning, ,George. It's high time to start.  
b) ,Hi, Jack. How are you?  
c) 'Good-,bye, 'everybody.  
d) I'm `really very ,grateful to you.
5. The ... sounds neutral as it is pronounced with a ...
- a) 'How do you` do, ,George?  
b) I am 'very , sorry.  
c) 'That's all ,right.  
d) I'm `really so ,grateful to you.

6. The phrase used in response to an expression of Gratitude sounds ..., as it is pronounced with a ... Rise.

- a) 'How do you' do, ,George?
- b) 'Not at , all.
- c) 'That's all ,right.
- d) I'm `really so ,grateful to you.

7. The phrase used in response to an Apology sounds ..., as it is pronounced with a Low ... .

- a) 'How do you' do, ,George?
- b) 'Not at , all.
- c) 'That's all ,right.
- d) I'm `really so ,grateful to you.

**Task III. Analyze the given sentences. Use appropriate intonation patterns on *Conversational Formulas*. Explain your choice.**

- 1. – Have some more salad.  
– No, thank you.
- 2. – This is Mrs. Brown, Mr. Fox.  
– How do you do?  
– How do you do?
- 3. – Hi, Kitty.  
– Hello, Jim.
- 4. – Excuse me, can you tell me the way to the bus stop?
- 5. – Can you tell me the way to the bus stop?  
– Pardon?
- 6. – My best friend is dead.  
– I'm sorry, Mr. Baker.



4. Pronouns with the ... and the auxiliaries “have, has, had” commonly lose this sound when they are *unstressed within an utterance*.

- a) initial [t];
- b) final [h];
- c) initial [h];
- d) medial [h].

5. The initial sound [h] ... in the auxiliaries “have, has, had” and pronouns when they are at the beginning of an utterance or when they are stressed.

- a) drops;
- b) is pronounced;
- c) is ignored;
- d) undergoes elision.

6. Clusters of two identical consonants at a word junction ... reduced by elision.

- a) must be;
- b) should be;
- c) should not be;
- d) must not be.

7. The two identical consonants at a word junction ....

- a) are called intrusive;
- b) should undergo elision;
- c) should be run together smoothly without a break;
- d) should be pronounced with a break.

8. The elision of the consonants (except [t, d, h] in certain distribution) in a very rapid speech is considered as a ...

- a) norm;
- b) vulgarism;
- c) literary standard;
- d) typical characteristic.

9. If the words “handbag”, “landscape” and “handsome” are pronounced as [hænbæg], [lænskeip] and [hænsəm] it is a ...

- a) historical illusion;
- b) vulgarism;
- c) grammar mistake;
- d) grammar norm.





4. A common classification of statements is that into ...
- a) straightforward, implicatory and neutral;
  - b) straightforward, implicatory and normal;
  - c) straightforward, implicatory and friendly;
  - d) straightforward, implicatory and polite.
5. Straightforward statements ...
- a) don't contain any implication;
  - b) sound warm and friendly;
  - c) show the speaker's affection;
  - d) sound warm and encouraging.
6. Implicatory statements ...
- a) contain some implication;
  - b) convey information in a straightforward manner;
  - c) show the listener's affection;
  - d) sound emotionally neutral.
7. Friendly statements...
- a) contain some implication;
  - b) convey information in a straightforward manner;
  - c) show the listener's affection;
  - d) sound warm, lively and encouraging.
8. Straightforward statements are pronounced with the ...
- a) Low Rising nuclear tone preceded by a high head;
  - b) Falling tone (high, mid or low);
  - c) Falling-Rising nuclear tone;
  - d) Low Rising tone preceded by a low head.
9. Implicatory statements are pronounced with the ...
- a) Low Rising nuclear tone preceded by a high head;
  - b) Falling tone (high, mid or low);

- c) Falling-Rising nuclear tone;
- d) Low Rising tone preceded by a low head.

10. Friendly statements are pronounced with the ...

- a) Low Rising nuclear tone preceded by a high head;
- b) Falling tone (high, mid or low);
- c) Falling-Rising nuclear tone;
- d) Low Rising tone preceded by a low head.

**Task II. Finish the sentences from the left column using the correct information from the right column.**

- |                                   |  |
|-----------------------------------|--|
| 1. Straightforward statements ... | a) are pronounced with the nuclear Fall-Rise;                              |
|                                   | b) sound final, complete, definite and categoric;                          |
|                                   | c) contain more information than the words themselves convey;              |
| 2. Implicatory statements...      | d) lack the definiteness and finality;                                     |
|                                   | e) lack the implicatory note;  |
|                                   | f) sound warm, lively and encouraging;                                     |
| 3. Friendly statements...         | g) are pronounced with the Low Rising nuclear tone preceded by a low head; |
|                                   | h) are pronounced with a Falling tone (high, mid or low).                  |

**Task III. Find the wrong variant.**

1. Straightforward statements ...

- a) convey information in a straightforward manner;
- b) neutral in their nature;
- c) can be pronounced with different tones;
- d) lack the implicatory note;
- e) sound final, complete, definite and categoric;
- f) are widely used in speech.

2. Implicatory statements ...

- a) contain more information than the words themselves convey;
- b) emotional in their nature;
- c) are pronounced with a Fall-Rise;
- d) make speech emotionally coloured;
- e) can sound final, complete, definite and categoric;
- f) are widely used in speech.

3. Friendly statements ...

- a) contain more information than the words themselves convey;
- b) emotional in their nature;
- c) lack the definiteness and finality;
- d) lack the implicatory note;
- e) are used only between people on familiar terms;
- f) sound warm, lively and encouraging.

Task IV. Fill in the gaps with the correct variant.

1. ... statements convey information without any *connotations*.

- a) Friendly;
- b) Implicatory;
- c) Straightforward;
- d) All types.

2. ... statements convey information with *implications*.

- a) Friendly;
- b) Implicatory;
- c) Straightforward;
- d) All types.

3. ... statements convey information which sound *warm, lively* and *encouraging*.

- a) Friendly;
- b) Implicatory;
- c) Straightforward;
- d) All types.

4. The speaker uses a ... tone when he wants to make his *Apology* sound *neutral*.

- a) Falling Low;
- b) Rising;
- c) Fall-Rise;
- d) Rise-Fall.

5. The speaker uses a ... when he wants his statement sound *light, energetic*.

- a) Low Fall;
- b) High Fall;
- c) Fall-Rise;
- d) Rise-Fall.

6. The speaker uses a ... when he wants his statement sound *neutral*.

- a) Low Fall;
- b) Mid Fall;
- c) Fall-Rise;
- d) High Fall.

7. The speaker uses a ... when he wants his statement sound *serious and weighty*.

- a) Low Fall;
- b) Mid Fall;
- c) Fall-Rise;
- d) High Fall.

8. The speaker uses a ... when he wants his statement sound *warm, lively and encouraging*.

- a) Mid Fall;
- b) Low Rise;
- c) High Fall;
- d) Fall-Rise.

9. The speaker uses a ... when he wants to convey *hesitation*.

- a) Mid Fall;
- b) Low Rise;
- c) High Fall;
- d) Fall-Rise.

Task V. Fill in the gaps or finish the utterances with the necessary information.

1. ... of statements are distinguished in speech with the help of information.

2. Serious attitude to the ... and the subject-matter is conveyed with the help of statements which are pronounced with a ... .

3. The ... implied by a Fall-Rise include *contradiction, correction, hesitation, apology, cordiality, warning etc.*
4. The exact ... is nearly always clear from the context.
5. Statements with a ... convey a neutral, calm and quiet attitude.
6. ... statements complete while friendly statements sound incomplete.
7. A ... conveys a neutral, calm and quiet attitude in statements.

### Test 6 D (Practice)

Task I. Identify if the intonation pattern with which a statement is pronounced corresponds to the given commentary.

Sentences	Meaning and cases of usage
1. 'Reading while 'sunbathing 'makes you well 'red.	This is a straightforward statement which is pronounced with a High Fall preceded by a High Gradually Descending Stepping head. So, it sounds light, energetic and has the effect of the speaker's personal involvement in the situation.
2. Sometimes speed is the 'only way to win.	This is a friendly statement which is pronounced with a Mid Fall preceded by a High Gradually Descending Stepping head. So, it sounds neutral, calm and quiet.
3. A 'three year old's voice is 'louder than '200 adults in a 'clouded restaurant.	This is a straightforward statement which is pronounced with a Low Fall preceded by a High Mixed head. So, it sounds serious and weighty.
4. The 'only substitute for good 'manners is 'fast ref,lexes.	This is an implicatory statement which is pronounced with a Fall-Rise preceded by a High Gradually Descending Stepping head. So, it conveys some implication, may be warning.

Sentences	Meaning and cases of usage
5. 'No man has ever been 'shot while doing the ,dishes.	This is a friendly statement which is pronounced with a Low Fall preceded by a High Level head. So, it sounds warm, lively and encouraging.
6. I'm 'not the ,fish of your ,dish.	This is a straightforward statement which is pronounced with a Fall-Rise. So, it conveys some implication, may be contradiction.
7. Your 'salads are 'always very de,licious.	This is a friendly statement which is pronounced with a Fall-Rise preceded by a High Level head. So, it sounds lively and encouraging.
8. 'Every new wife is 'old in a 'month	This is an implicatory statement which is pronounced with a Fall-Rise preceded by a High Gradually Descending Stepping head. So, it conveys some implication, may be hesitation.
9. She 'promised to be in ,time.	This is a straightforward statement which is pronounced with a Fall-Rise preceded by a High Level head. So, it sounds lively and encouraging.
10. A man 'never 'worries about the 'future until he gets a ,wife.	This is a friendly statement which is pronounced with a Low Fall preceded by a High Mixed head. So, it sounds light, energetic and has the effect of the speaker's personal involvement in the situation.
11. I'm going to 'ask for something ex,pensive.	This is a friendly statement which is pronounced with a Low Fall preceded by a High Level head. So, it conveys some implication, may be hesitation.
12. 'Ignorance is a very ex'pensive thing.	This is an implicatory statement which is pronounced with a Fall-Rise preceded by a High Gradually Descending Stepping head. So, it conveys some implication, may be hesitation.

Task II. Find the statements which correspond to the given incomplete commentary. Use logic and complete the commentary.

1. The statement ... sounds light, energetic and has the effect of a speaker's personal involvement in the situation as it is pronounced with a ...

- a) He 'looks too 'old for his ,age.
- b) I'll 'cut some \sandwiches ,for us.
- c) The 'landscape 'doesn't change very 'much in ,winter.
- d) I 'want to explain ,everything.

2. The ... statement sounds neutral, calm and quiet as it is pronounced with a ...

- a) He 'looks too 'old for his ,age.
- b) I'll 'cut some \sandwiches ,for us.
- c) The 'landscape 'doesn't change very 'much in ,winter.
- d) I 'want to explain ,everything.

3. The statement ... sounds serious and weighty as it is pronounced with a ...

- a) He 'looks too 'old for his ,age.
- b) I'll 'cut some \sandwiches ,for us.
- c) The 'landscape 'doesn't change very 'much in ,winter.
- d) I 'want to explain ,everything.

4. The statement ... sounds warm, lively and encouraging as it is pronounced with a ...

- a) He 'looks too 'old for his ,age.
- b) I'll 'cut some \sandwiches ,for us.

- c) The 'landscape' doesn't change very 'much' in 'winter'.
- d) I 'want' to explain 'everything'.

5. The statement ... is pronounced with a ... and conveys the implication of contradiction.

- a) 'Richard' is 'coming' to 'stay' with us.
- b) But you 'fried' is 'not' reliable.
- c) The 'breakfast' is on the 'table'.
- d) Our 'boss' is 'waiting' for you.

6. The statement ... is pronounced with a ... and conveys cordiality.

- a) The 'ice-cream' is in the 'fridge'.
- b) The 'breakfast' is on the 'table'.
- c) I 'hope' you'll 'win' the 'game'.
- d) 'Help' yourself with some 'more' salad.

**Task III. Analyze and modulate the given statements in accordance with the meaning given in brackets.**

1. Quiet people are often dangerous. (*warning*)
2. That's good news. (*polite & friendly*)
3. She is really good at phonetics. (*warm & friendly*)
4. Life is a serious game. (*serious & weighty*)
5. I'll be back at seven. (*neutral*)
6. I disagree with you. (*contradiction*)
7. It's bitterly cold here. (*light, energetic*)
8. His car is silver. (*correction*)
9. I have not chip things with me. (*apology*)
10. You are a very hospitable lady. (*cordiality*)
11. He promised to have one wife. (*hesitation*)

12. I'll be waiting for you. (*polite & friendly*)
13. Ann is not here. (*contrast*)
14. Lazy students fail their exams. (*serious & weighty*)
15. A woman has the last word in any argument. (*make your own choice*)
16. Paradise is for honest people. (*make your own choice*)

### Test 7 A (Vowels in Stressed and Unstressed Syllables in English)

1. Form-words in English utterances are usually stressed.
  - a) true;
  - b) false.
2. In unstressed syllables containing the letter "e" the sound [ɪ] is often pronounced.
  - a) true;
  - b) false.
3. Unstressed syllables in English are usually reduced and pronounced as ...
  - a) [ɪ] or [e];
  - b) [ə] or [e];
  - c) [ɪ] or [ə];
  - d) [ʌ] or [ə].
4. Some English words, however, in an unstressed position ...
  - a) have not strict norms of pronunciation;
  - b) retain a full-quality vowel;
  - c) retain a partial-quality vowel;
  - d) have no norms of pronunciation.
5. Unstressed full-quality vowels, however, differ from the corresponding stressed ones in ...
  - a) length;
  - b) the forth of articulation;
  - c) length and the forth of articulation;
  - d) the degree of reduction.

6. Vowels in stressed position in English ...
- a) may retain full-quality;
  - b) may be pronounced in different way;
  - c) always retain full-quality;
  - d) are sometimes reduced.
7. In an unstressed position English suffixes and prefixes which retain their lexical meaning ...
- a) are reduced;
  - b) have a full-quality vowel;
  - c) are sometimes reduced;
  - d) may be pronounced in different way.
8. If the second (first) part of a compound word is monosyllabic and unstressed its vowel is ...
- a) is reduced;
  - b) retains a full-quality;
  - c) is sometimes reduced;
  - d) may be pronounced in different way.
9. The words under the letter ... have two variants of pronunciation of the vowels in bold type.
- a) **ph**oto, **con**gress, **ex**cuse, **art**illery;
  - b) **ph**onetics, **ac**cept, **dir**ect, **O**ctober;
  - c) **r**ewrite, **pos**tcard, **o**ld, **de**pend;
  - d) **b**efore, **pr**iceless, **r**equire, **ab**stract.

### Test 7 B (Practice)

From the given below words write out the words in which suffixes or prefixes in bold type *retain* their full-quality vowels.

1. a) **r**ebuild; c) **r**espond;  
b) **u**seful; d) **u**nless.



- c) formal and informal;
- d) warm and cold.

6. ... in the second part of Disjunctive questions shows that the speaker is sure of the answer he will get.

- a) a Low Rise;
- b) a Fall-Rise;
- c) a High Rise;
- d) a Fall.

7. ... in the second part of Disjunctive questions shows that the speaker is not sure of the answer he will get.

- a) a Rise-Fall;
- b) a Fall-Rise;
- c) a Rise;
- d) a Fall.

8. Disjunctive questions with a Fall in the second intonation group are used when the speaker wants ...

- a) rather to keep the conversation;
- b) to show his interest;
- c) to convey his serious attitude;
- d) to convey some implication.

9. A Low Rise is used in the second part of Alternative questions when ...

- a) the speaker is highly interested in the answer;
- b) the least of alternations is complete;
- c) the least of alternations is incomplete;
- d) some implication is conveyed.

10. A negative reply to an Alternative question with an incomplete list of alternations is ...

- a) no;
- b) neither;
- c) either;
- d) not.

11. A speaker can convey offer or suggestion using a Fall on ... question

- a) a General;
- b) an Alternative;
- c) a Disjunctive;
- d) a Special.

Task II. Finish the sentences from the left column using the correct information from the right column.

### Part A

- |  |  |
|--|--|
| 1. Neutral<br>General questions ...        | a) are suitable in various kinds of situations;<br>b) ask for information only and don't convey any additional connotations;<br>c) are pronounced with a Low Rise preceded by a high head; |
| 2. Neutral<br>Alternative<br>questions ... | d) are pronounced with a Fall-Rise;<br>e) are never pronounced with a low head;<br>f) are generally combined with a high level or stepping head;   |
| 3. Neutral<br>Special questions ...        | g) are pronounced with the Low Rising nuclear tone preceded by a low prenuclear part;  |
| 4. Neutral<br>Disjunctive<br>questions ... | h) are pronounced with a Fall on the last notional word;<br>i) are pronounced with a Fall in the first intonation group.   |

### Part B

- |   |  |
|---|--|
| 1. Friendly<br>General questions ...        | a) are suitable in various kinds of situations;<br>b) convey warm and friendly attitude;<br>c) are pronounced with a Low Rise preceded by a high head; |
| 2. Friendly<br>Alternative<br>questions ... | d) are pronounced with a Fall-Rise;<br>e) are never pronounced with a low head;<br>f) are generally combined with a high level or stepping head;       |

3. Friendly Special questions ...
4. Friendly Disjunctive questions ...
- g) are pronounced with the Low Rising nuclear tone preceded by a low prenuclear part;
- h) are pronounced with a Rise or Fall-Rise;
- i) are pronounced with a Rise in the first intonation group.

**Task III. Find the wrong variant.**

1. General questions ...

- a) can be pronounced with different nuclear tones;
- b) when pronounced with a High or Mid Rise preceded by a high prenuclear part sound *neutral* or *genuine*;
- c) when pronounced with a Low/Mid Rise preceded by a high prenuclear part sound *interested*;
- d) when pronounced with a High Fall preceded by a high prenuclear part sound as a *suggestion, offer, invitation*;
- e) when pronounced with a High Fall preceded by a high prenuclear part sound *insistent* or *skeptical*;
- f) when pronounced with low varieties of nuclear tones sound energetic.

2. Special questions ...

- a) in the majority of cases are used with a Fall preceded by a high prenuclear part;
- b) are usually pronounced with a nuclear tone on the inquiry word;
- c) are usually pronounced with a nuclear tone on the last notional word;
- d) with a nuclear tone on the interrogative word are called *specifying*;
- e) when pronounced with a Low Rise preceded by a high prenuclear part sound *interested* and *warm*;
- f) with a Low Rise are often used when talking to children.

3. Alternative questions...

- a) generally form a combined tune;
- b) are usually pronounced with a Rise in the first intonation group and a Fall in the second one;
- c) with a Fall in the final intonation group sound complete;
- d) with a Low Rise in the first intonation group sound warm and interested;
- e) with a High Rise in the first intonation group sound insisted;
- f) with a Low Rise in the first intonation group are suitable in all kinds of situations.

Task IV. Fill in the gaps with the correct variant.

1. ... questions are suitable in *various kinds of situations*.

- a) Neutral;
- b) Implicatory;
- c) Casual;
- d) All types.

2. A High Narrow Rising tone is typically pronounced on General questions when they are used as ... .

- a) Echo questions;
- b) an offer;
- c) a polite request;
- d) Specifying questions.

3. ... questions with a nuclear tone on the interrogative word are used when the speaker wants to draw the listener's attention to a *particular detail or insists on a more exact answer*.

- a) Echo;
- b) General;
- c) Disjunctive;
- d) Specifying.

4. ... questions are pronounced with a Low Rise in all intonation groups to show that the list of alternations is not complete.

- a) Alternative;
- b) General;
- c) Disjunctive;
- d) Specifying.

5. ... questions in the last intonation group of which a Fall is used show that the speaker rather wants to keep the conversation going than to get new information.

- a) Alternative;
- b) General;
- c) Disjunctive;
- d) Specifying.

6. ... questions are asked by the listener because he hasn't heard the speaker's words clearly or because he is surprised or wants to gain time for thinking over the answer.

- a) Echo;
- b) General;
- c) Disjunctive;
- d) Specifying.

7. A General question pronounced with a ... preceded by a high prenuclear part sounds *insistent*.

- a) High Fall;
- b) Low Rise;
- c) Fall-Rise;
- d) Low Fall.

8. A General question pronounced with a ... preceded by a high prenuclear part sounds *as a suggestion, offer or invitation*.

- a) High Fall;
- b) Low Rise;
- c) Fall-Rise;
- d) Low Fall.

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. ... questions pronounced with a Mid/Mid-High Rising tone preceded by a high prenuclear part depending on the situation may sound *light* and *airy* or, vice versa, *formal* and *businesslike*.

2. General questions pronounced with a ... tone preceded by a high prenuclear part sound *warm* and ... .

3. General questions pronounced with a Fall may convey ... or sound ... .

4. If a sentence is long or if the tempo of speech is slow a complex General and form a ... *tune*.

5. Friendly General questions are suitable for all kinds of situations but are esp. frequent when talking to ...

6. Friendly Special questions are pronounced with a ... and commonly used in a *series of questions, esp. addressed to* ...

7. When the list of alternations is complete the final intonation group of the ... question is pronounced with a ...

8. If an auxiliary verb with which a General question is pronounced is unstressed it sounds ... and ...

### Test 7 D (Practice)

Task 1. Identify if the intonation pattern with which a question is pronounced corresponds to the given commentary.

Sentences	Meaning and cases of usage
1. 'What do you 'do to become a 'teacher?	The Special question sounds <i>neutral</i> , as it is pronounced with a High Fall on the last notional word preceded by a high level head.
2. 'Who 'said ,English 'climate is changeable?	The Special question sounds <i>neutral</i> , as it is pronounced with a Mid Fall on the last notional word preceded by a high level head.
3. 'What have we 'got to ,eat, Mum?	The Special question sounds <i>neutral</i> , as it is pronounced with a Low Rise on the last notional word preceded by a high level head.
4. 'Whose ,shoe is this?	This is a Specifying Special question because the nuclear tone falls on the interrogative word.
5. Is a 'quarter past 'twelve ,early } or 'late ,for you?	The Alternative question sounds <i>warm</i> and <i>interested</i> as its first intonation group is pronounced with a Low Rise. The Falling tone in the second intonation group shows that the list of alternations is incomplete.

Sentences	Meaning and cases of usage
6. 'Is your favourite subject phonetics } or 'physical 'culture?	The General question sounds <i>formal</i> and <i>businesslike</i> as its first intonation group is pronounced with a Low Rise preceded by a high level head. The Falling tone in the second intonation group shows that the list of alternations is complete.
7. 'Is life full of ,stars } or ,thorns?	The Alternative question sounds <i>formal</i> and <i>businesslike</i> as its first intonation group is pronounced with a Low Rise. The Low Rising tone in the second intonation group shows that the list of alternations is incomplete.
8. 'Too much knowledge 'kills the \brain, } \doesn't it?	The second part of the Disjunctive question is pronounced with a Mid Fall. This intonation pattern is used to show that the speaker is not sure of the answer he will get.
9. You have a 'correct English \pronunciation, } 'haven't you?	The second part of the Alternative question is pronounced with a High Rise. This intonation pattern is used to show that the speaker is sure of the answer he will get.
10. 'Is it easier to ,work } or to ,study?	The Alternative question sounds <i>warm</i> and <i>interested</i> as its first intonation group is pronounced with a Low Rise. The Falling tone in the second intonation group shows that the list of alternations is complete.
11. 'Why do you ,cry?	The Special question sounds <i>neutral</i> , as it is pronounced with a High Fall on the last notional word.
12. 'What about that 'pub?	The Special question sounds <i>friendly</i> , as it is pronounced with a High Fall on the last notional word preceded by a high level head.

Sentences	Meaning and cases of usage
13. 'Why do you ,cry, my honey?	The Special question sounds <i>neutral</i> , as it is pronounced with a High Fall preceded by a high level head.
14. Is it 'warm enough for you?	The General question is pronounced with a High Rise and the auxiliary verb at the beginning of the utterance is unstressed. So, the questions sounds <i>formal</i> and <i>businesslike</i> .
15. 'Stupid people are 'happy, & \ aren't they?	The second part of the Disjunctive question is pronounced with a Mid Fall. This intonation pattern is used to show that the speaker is not sure of the answer he will get.
16. 'Are you ready to 'answer?	The General question is pronounced with a High Rise preceded by High Mixed head and the auxiliary verb at the beginning of the utterance is unstressed. So, it sounds <i>formal</i> and <i>businesslike</i> .
17. 'Do you think its 'very ,difficult & too 'master the ,language?	The Alternative question sounds <i>interested</i> as its first intonation group is pronounced with a Low Rise. The Low Rising tone in the second intonation group shows that the list of alternations is incomplete.
18. 'Do you live in Warsaw?	The General question is pronounced with a High Fall preceded by High Mixed head and the auxiliary verb at the beginning of the utterance is stressed. So, it sounds <i>insistent</i> .
19. 'Is there any remedy for ,laziness?	The General question is pronounced with a High Fall preceded by Low Level head and the auxiliary verb at the beginning of the utterance is stressed. So, it sounds <i>skeptical</i> .

Sentences	Meaning and cases of usage
20. 'Do your 'parents know about your ,failed e,xam?	The General question is pronounced with a High Fall preceded by High Mixed. So, it sounds <i>insistent</i> or <i>skeptical</i> .
21. 'Jane's new husband is very ,clever, & 'isn't he?	The second part of the Disjunctive question is pronounced with a Mid Fall. This intonation pattern is used to show that the speaker is sure of the answer he will get.
22. 'Can you help me to 'modulate the ,text?	The General question is pronounced with a Low Rise preceded by High Mixed head and the auxiliary verb at the beginning of the utterance is stressed. So, it sounds <i>insistent</i> .

Task II. Find the questions which correspond to the given incomplete commentary. Use logic and complete the commentary.

1. The question ... is called ... because the High Falling nuclear tone is on the interrogative word.

- 'Who tests the 'depth of the 'water with 'both 'feet?
- Is it 'possible to 'teach a pig to ,sing?
- 'Who is u,nique?
- 'Is your 'house your ,castle?

2. The question ... sounds *neutral* because it is pronounced with a ... on the last notional word.

- 'Who tests the 'depth of the 'water with 'both 'feet?
- Is it 'possible to 'teach a pig to ,sing?
- 'Who is u,nique?
- 'Is your 'house your ,castle?

3. The question ... sounds *skeptical* because it is pronounced with a ... on the last notional word.

- a) 'Who tests the 'depth of the 'water with 'both 'feet?
- b) Is it 'possible to 'teach a pig to ,sing?
- c) 'Who is u,nique?
- d) 'Is your 'house your ,castle?

4. The question ... sounds *warm and interested* because it is pronounced with a ... on the last notional word.

- a) 'Who tests the 'depth of the 'water with 'both 'feet?
- b) Is it 'possible to 'teach a pig to ,sing?
- c) 'Who is u,nique?
- d) 'Is your 'house your ,castle?

5. The question ... sounds *warm and interested* because its first intonation group is pronounced with a ... preceded by a High ... head. The Falling tone in the final intonation group shows that the list of alternations is complete.

- a) Does 'money make 'people ,happy \ or 'unhappy?
- b) Is it 'possible to 'teach a pig to ,sing?
- c) 'Who is u,nique?
- d) 'Do you like ,dogs \ or ,cats?

6. The question ... sounds *warm and interested* because its first intonation group is pronounced with a Low ... preceded by a High ... head. The Low Rising tone in the final intonation group shows that the list of alternations is incomplete.

- a) Does 'money make 'people ,happy \ or 'unhappy?
- b) 'Is he ,coming on 'Wednesday \ or on 'Saturday?

- c) 'Who is u,nique?
- d) 'Do you like ,dogs } or ,cats?

7. The question ... sounds *formal* and *businesslike* because its first intonation group is pronounced with a High ... preceded by a High ... head. The Low Rising tone in the final intonation group shows that the list of alternations is complete.

- a) Does 'money make 'people ,happy } or 'unhappy?
- b) 'Is he 'coming on 'Wednesday } or on 'Saturday?
- c) 'Where is your ,mother 'from?
- d) 'Do you like ,dogs } or ,cats?

8. The question ... sounds *warm* and *friendly* because it is pronounced with a Low ... preceded by a High ... head. It is often used when talking to children.

- a) Does 'money make 'people ,happy } or 'unhappy?
- b) 'Is he 'coming on 'Wednesday } or on 'Saturday?
- c) 'Where is your ,mother 'from?
- d) 'Do you like ,dogs } or ,cats?

9. The question ... is pronounced with a ... in the final intonation group. It shows that the speaker is not sure of the answer he will get.

- a) 'Money will 'not buy ,happiness, } , won't it?
- b) It is 'better to be unhappy with 'big money in a 'nice 'place, } 'isn't it?
- c) There is 'no need to 'worry about 'what people ,think } as they ^don't do it 'very ,often, } 'isn't it?
- d) 'Are you going to 'answer?

10. The question ... is pronounced with a ... in the final intonation group. It shows that the speaker is sure of the answer he will get.

- a) 'Money will `not buy ,happiness, ʔ , won't it?
- b) It is 'better to be unhappy with 'big money in a 'nice `place, ʔ 'isn't it?
- c) There is 'no need to 'worry about 'what people , think ʔ as they ^don't do it 'very ,often, ʔ `isn't it?
- d) 'Are you going to `answer?

11. The question ... is pronounced with a ... in the non-final intonation groups, so the whole question sounds *sarcastic*. The ... tone in the final intonation group shows that the speaker is sure of the answer he will get.

- a) 'Money will `not buy ,happiness, ʔ , won't it?
- b) It is 'better to be unhappy with 'big money in a 'nice `place, ʔ 'isn't it?
- c) There is 'no need to 'worry about 'what people , think ʔ as they ^don't do it 'very ,often, ʔ `isn't it?
- d) 'Are you going to `answer?

12. The question ... is pronounced with a ... preceded by a High Level head. So it sounds *insistent*.

- a) 'Money will `not buy ,happiness, ʔ , won't it?
- b) It is 'better to be unhappy with 'big money in a 'nice `place, ʔ 'isn't it?
- c) There is 'no need to 'worry about 'what people , think ʔ as they ^don't do it 'very ,often, ʔ `isn't it?
- d) 'Are you going to `answer?





- c) articles, notional and modal verbs, conjunctions; indefinite, personal and possessive pronouns;
  - d) articles, auxiliary and modal verbs, conjunctions; demonstrative, personal and possessive pronouns;
  - e) modal verbs, pronouns, articles, conjunctions, adverbs;
  - f) articles, adjectives, auxiliary and modal verbs, conjunctions; indefinite, personal and possessive pronouns.
3. The list of *notional* words in English includes ...
- a) prepositions, articles, conjunctions; adjectives, notional verbs, adverbs;
  - b) articles, auxiliary and modal verbs, conjunctions; indefinite, personal and possessive pronouns;
  - c) adjectives, notional verbs, adverbs, indefinite, personal and possessive pronouns;
  - d) articles, auxiliary and modal verbs, conjunctions; demonstrative, personal and possessive pronouns;
  - e) adjectives, notional verbs, adverbs, numerals, nouns, demonstrative pronouns;
  - f) articles, adjectives, auxiliary and notional verbs, indefinite, personal and possessive pronouns..
4. In an *unstressed* position in an utterance *functional* words ...
- a) always retain their full quality;
  - b) are not reduced as a rule;
  - c) may be weak in some cases and strong in others;
  - d) are always weakened and reduced;
  - e) in the majority of cases are not reduced;
  - f) behave in different way, i.e. some of them always undergo weakening and reduction, while others are never reduced; there are also form-words which are reduced in initial and middle position in an utterance but retain their full form in final position.
5. In an *unstressed* position in an utterance *notional* words ...
- a) always retain their full quality;
  - b) are never reduced;

- c) may be weak in some cases and strong in others;
- d) are always weakened and reduced;
- e) in the majority of cases are not reduced;
- f) behave in different way, i.e. some of them always undergo weakening and reduction, while others are never reduced; there are also form-words which are reduced in initial and middle position in an utterance but retain their full form in final position.

6. According to their pronunciation in an *unstressed* position *functional* words can be divided into ... groups.

- |          |         |
|----------|---------|
| a) two   | d) five |
| b) three | e) six  |
| c) four  | f) many |

7. When *unstressed* auxiliary and modal verbs and prepositions ...

- a) are always reduced;
- b) are never reduced;
- c) retain their full form as a rule;
- d) are reduced at the beginning or in the middle of an utterance, but retain their strong form in final position;
- e) are reduced only when they occur at the end of an utterance;
- f) are reduced in the middle of an utterance, but retain their strong form in initial and final position.

8. In an *unstressed* position *articles*, the majority of *conjunctions*, *personal*, *possessive* and *indefinite* pronouns ...

- a) are always reduced;
- b) are never reduced;
- c) retain their full form as a rule;
- d) are reduced at the beginning or in the middle of an utterance, but retain their strong form in final position;
- e) are reduced only when they occur at the end of an utterance;
- f) are reduced in the middle of an utterance, but retain their strong form in initial and final position.

9. Words that retain their *strong* form regardless of stress or utterance position are found in the list ...

- a) is, are, do, does, have, has, had (as main verbs);  
when, what, where, why, how, though, so (conjunctions);  
then, there, so (adverbs);  
this, that, these, those, each (demonstrative pronouns);  
on, off, in (prepositions);  
some (in the meaning of “certain”).
- b) is, are, do, does, have, has, had (as auxiliary verbs);  
when, what, where, why, how, though, so (conjunctions);  
then, there, so (adverbs);  
this, that, these, those, each (demonstrative pronouns);  
on, off, in (prepositions);  
some (in the meaning of “certain”).
- c) is, are, do, does, have, has, had (as main verbs);  
when, what, where, why, how, though, so (conjunctions);  
then, there, so (adverbs);  
this, that, these, those, each (demonstrative pronouns);  
from, for, of, to, at (prepositions);  
some (in the meaning of “certain”).
- d) is, are, do, does, have, has, had (as main verbs);  
when, what, where, why, how, though, so (conjunctions);  
then, there, so (adverbs);  
this, that, these, those, each (demonstrative pronouns);  
on, off, in (prepositions);  
some (partitive).
- e) is, are, do, does, have, has, had (as main verbs);  
when, what, where, why, how, though, so (conjunctions);  
then, there, so (adverbs);  
he, she, you, me, her, us, them (pronouns);  
on, off, in (prepositions);  
some (in the meaning of “certain”).

- f) is, are, do, does, have, has, had (as main verbs);  
 a, an, the (articles);  
 then, there, so (adverbs);  
 this, that, these, those, each (demonstrative pronouns);  
 on, off, in (prepositions);  
 some (in the meaning of "certain").

**Task III.** The given below words are supposed to retain their *strong* form in an *unstressed* position. Write out the numbers of extra words.

- |        |                            |               |
|--------|----------------------------|---------------|
| 1. on  | 7. from                    | 12. that      |
| 2. any | 8. then                    | (conjunction) |
| 3. off | 9. there is                | 13. than      |
| 4. of  | 10. when                   | 14. the       |
| 5. in  | 11. that                   | 15. but       |
| 6. if  | (demonstrative<br>pronoun) |               |

**Task IV.** Cross out 3 *extra* words in each part. Explain your choice.

**A.**

- |        |         |                   |
|--------|---------|-------------------|
| 1. on  | 4. at   | 7. then           |
| 2. in  | 5. for  | 8. as             |
| 3. off | 6. when | 9. there (adverb) |

**B.**

- |                             |                                |                                    |
|-----------------------------|--------------------------------|------------------------------------|
| 1. have (auxiliary<br>verb) | 4. what                        | 7. this                            |
| 2. those                    | 5. does<br>(auxiliary<br>verb) | 8. that (demonstrative<br>pronoun) |
| 3. how                      | 6. where                       | 9. are (auxiliary verb)            |

**C.**

- |        |        |                       |
|--------|--------|-----------------------|
| 1. her | 4. and | 7. had (main verb)    |
| 2. on  | 5. but | 8. than               |
| 3. the | 6. why | 9. some (= "certain") |

## Test 8 B (Practice)

Choose the correct variant of pronunciation of the underlined words in an unstressed position.

1. There are many books on the table.

- a) [ðərə]                      b) [ðзэр]                      c) [ðэр а:]

2. Let's go to Dr. Walls.

- a) [tu:]                      b) [tʊ]                      c) [tə]

3. Let's go to Helen today.

- a) [tu:]                      b) [tʊ]                      c) [tə]

4. I have said it to you already.

- a) [tu:]                      b) [tʊ]                      c) [tə]

5. I'm waiting for you two.

- a) [tu:]                      b) [tʊ]                      c) [tə]

6. I'm waiting for you too.

- a) [tu:]                      b) [tʊ]                      c) [tə]

7. Whom should I send it to?

- a) [tu:]                      b) [tʊ]                      c) [tə]

8. I can help you.

- a) [kæn]                      b) [kən]                      c) [kɪn]

9. I'm sure I can.

- a) [kæn]                      b) [kən]                      c) [kn]

10. Honey, you must go to the dean.

- a) [mʌst]                      b) [məst]                      c) [mst]

11. I don't think I must.

- a) [mʌst]                      b) [məst]                      c) [mst]

12. How far is it from here?

- a) [frɒm]                      b) [frʌm]                      c) [frəm]

13. Where did he come from?

- a) [frɒm]                      b) [frʌm]                      c) [frəm]

14. Go there as soon as possible.

- a) [ðɜə]                      b) [ðɪə]                      c) [ðær]

15. We need more than that.

- a) [ðæn]                      b) [ðən]                      c) [ðen]

16. That girl is very lazy.

- a) [ðet]                      b) [ðət]                      c) [ðæt]

17. Are you sure that she is lazy?

- a) [ðet]                      b) [ðət]                      c) [ðæt]

18. Where do houses stand?

- a) [dʊ]                      b) [də]                      c) [du:]

19. Does 'any of you speak 'English?

- a) [dʌs]                      b) [dæz]                      c) [dɛz]

20. Lend me some money.

- a) [sʌm]                      b) [səm]                      c) [səʊm]

21. Ok, I'll lend you some.

- a) [sʌm]                      b) [səm]                      c) [səʊm]

22. Remember, I have seen all your sins.

- a) [hæv]                      b) [həv]                      c) [hʌv]

23. I have to ask you some questions.

- a) [hæv tʊ]                      b) [hæv tu:]                      c) [hæv tə]

24. Ask, if you have to.

- a) [hæv tʊ]                      b) [hæv tu:]                      c) [hæv tə]

### Test 8 C (Intonation of Imperatives)

Task 1. Find the correct answer.

1. Imperatives are used in speech for such purposes as to express a command or an instruction, to ask for a favour or to give a warning.

- a) true;    b) false.



8. In an Instruction it is typically a ...

- a) Mid Rise with a preceding High or Stepping head;
- b) Mid Fall with a preceding High or Stepping head;
- c) Mid Fall with a preceding Low or Stepping head;
- d) High Fall with a preceding High or Stepping head.

9. Commands, as a rule, are pronounced with a ...

- a) Low or High Fall preceded by a high head;
- b) a Mid Falling tone;
- c) Low Rising tone preceded by low head;
- d) Low Fall preceded by a high head.

10. When Requests are pronounced with a Fall-Rise divided they are often called ...

- a) normal;
- b) polite;
- c) implicatory;
- d) serious and calm.

**Task 11. Finish the sentences from the left column using the correct information from the right column.**

- |                     |  |
|---------------------|--|
| 1. Commands ...     | a) are more typically pronounced with the nuclear Fall-Rise;   |
|                     | b) are preferably used with a Rise-Fall;   |
| 2. Instructions ... | c) are as a rule used with a Mid Fall preceded by a high prenuclear pitch;                                     |
|                     | d) convey an energetic and insistent note when pronounced with a Low Fall preceded by a high prenuclear pitch; |
| 3. Requests ...     | e) may sound as a request when used with the word "please";  |
|                     | f) when pronounced with a Low Rise preceded by a low prenuclear pitch sound casual;                            |
| 4. Warnings ...     | g) are typically pronounced with a Low Rising nuclear tone preceded by a low head.                             |

Task III. Find the wrong variant.

1. Warnings ...

- a) more typically are pronounced with a Low Rise or a Fall-Rise preceded by a high prenuclear pitch;
- b) which contains more than one stressable word, a Fall-Rise Divided is preferable;
- c) which contain only one stressed word are used with a Fall-Rise undivided;
- d) can sound casual.

2. Commands ...

- a) as a rule are used with a High or Low Fall;
- b) more typically are pronounced with a Low Rise or a Fall-Rise preceded by a high prenuclear pitch;
- c) may sound as a request when used with the word "please";
- d) with Low Rise precede by a low prenuclear pitch sound casual.

3. Requests ...

- a) more typically are pronounced with a Low Rise or a Fall-Rise preceded by a high prenuclear pitch;
- b) may be used with a Low Rise preceded by a low prenuclear pitch;
- c) may sound as an instruction when used with the word "please";
- d) when pronounced with a Low Rise or a Fall-Rise sound sincere and friendly.

4. Instructions ...

- a) as a rule are used with a High or Low Fall;
- b) as a rule are used with a Mid Fall;

- c) are never used with a Low Rise preceded by a low prenuclear pitch;
- d) sound energetic and insistent.

Task IV. Fill in the gaps with the correct variant.

1. ... as a rule are used with a High or Low Fall preceded by a high prenuclear pitch.

- a) Commands;
- b) Instructions;
- c) Warnings;
- d) Requests.

2. ... sound *calm*, *serious* and *categoric* when used with a Low Fall.

- a) Commands;
- b) Instructions;
- c) Warnings;
- d) Requests.

3. ... sound *energetic* and *insistent* when used with a High Fall.

- a) Commands;
- b) Instructions;
- c) Warnings;
- d) Requests.

4. ... sound *sincere* and *friendly* when used with a Fall-Rise.

- a) Commands;
- b) Instructions;
- c) Warnings;
- d) Requests.

5. ... can also be pronounced with a Fall but the word "please" is added.

- a) Commands;
- b) Instructions;
- c) Warnings;
- d) Requests.

6. Requests pronounced with a ... give the impression that the speaker is asking for a greater favour.

- a) Fall-Rise divided;
- b) Fall-Rise undivided;
- c) Low Rise;
- d) Mid Rise.

7. Warning has the same intonation pattern as a ...

- a) polite Request;
- b) polite Instruction;
- c) normal Request;
- d) implicatory Command.

8. If you want to make your Imperative sound *casual* it is necessary to pronounce it with a ...

- a) Mid Fall preceded by a low prenuclear pitch;
- b) Low Rise preceded by a low prenuclear pitch;
- c) High Fall preceded by a mid prenuclear pitch;
- d) Fall-Rise preceded by a high prenuclear pitch.

**Task V. Fill in the gaps or finish the utterances with the necessary information.**

1. We can talk about different communicative types of imperatives: ... and ..., ... and ...

2. Commands and instructions are usually pronounced with a ... tone.

3. Commands pronounced with a ... tone sound energetic and insistent.

4. The exact nature of the imperative – a warning or a request – is nearly always clear from the ...

5. The word “please” makes an imperative sound as a ...

6. Casual imperatives of all types are pronounced with a ... Rise preceded by a ... head.

### Test 8 D (Practice)

**Task I. Identify if the intonation pattern with which an imperative is pronounced corresponds to the given commentary.**

Sentences	Meaning and cases of usage
1. 'Go there at 'once.	This is an imperative which is pronounced with a High Fall preceded by a High Level head. So, it is a <i>command</i> and it sounds <i>energetic</i> and <i>insistent</i> .

Sentences	Meaning and cases of usage
2. You'd 'better go ,home just ,now.	This is an imperative which is pronounced with a High Fall preceded by a High Level head. So, it's a <i>request</i> which sounds <i>sincere</i> and <i>friendly</i> .
3. 'Stay here for 'three ,hours.	This is an imperative which is pronounced with a High Fall preceded by a High Gradually Descending Stepping head. So, it's an instruction which sounds <i>calm</i> , <i>categoric</i> and <i>serious</i> .
4. 'Never trust a ,dog to ,watch your ,food.	This is an imperative which is pronounced with a High Fall preceded by a High Gradually Descending Stepping head. So, it's a <i>warning</i> .
5. 'Pass me the ,book.	This is an imperative which is pronounced with a Fall-Rise. So, it's a <i>request</i> which sounds <i>sincere</i> and <i>friendly</i> .
6. 'Never test the ,depth of the water with ,both ,feet	This is an imperative which is pronounced with a Fall-Rise. So, it's a <i>request</i> which sounds <i>sincere</i> and <i>friendly</i> .
7. 'Open the books at 'page \10.	This is an imperative which is pronounced with a High Fall preceded by a High Mixed head. So, it's an instruction.
8. 'Never hold a 'dust-buster and a 'cat at the same 'time.	This is an imperative which is pronounced with a Fall-Rise preceded by a High Mixed head. So, it's a <i>request</i> which sounds <i>sincere</i> and <i>friendly</i> .
9. 'Come 'nearer, please	This is an imperative which is pronounced with a High Fall. So, it is a <i>command</i> and it sounds <i>energetic</i> and <i>insistent</i> .
10. 'Wait a ,minute.	This is an imperative which is pronounced with a Low Fall preceded by a High Mixed head. So, it's an <i>instruction</i> .

Sentences	Meaning and cases of usage
11. 'Put it ,here.	This is an imperative which is pronounced with a Low Rise preceded by a low level head. So, it's a casual request.
12. 'Treat it with ,care.	This is an imperative which is pronounced with a Low Rise preceded by a low level head. So, it's a <i>casual request</i> .

**Task II. Find the imperative which corresponds to the given incomplete commentary. Use logic and complete the commentary.**

1. The ... sounds *calm*, *categoric* and *serious* as it is pronounced with a ... preceded by a high prenuclear pitch.

- a) 'Always remember that you are \unique. (Just like everyone else)
- b) 'Never try to ,teach a ,pig to ,sing. (It wastes your time and bothers the pig)
- c) 'Make the 'arrangements for the , meeting.
- d) Explain ,everything to him.

2. The ... sounds *sincere* and *friendly* as it is pronounced with a Low Rise preceded by a high prenuclear pitch.

- a) 'Always remember that you are \unique. (Just like everyone else)
- b) 'Never try to ,teach a ,pig to ,sing. (It wastes your time and bothers the pig)
- c) 'Make the 'arrangements for the , meeting.
- d) Explain ,everything to him.

3. This is an ... which is pronounced with a Mid Fall preceded by a High Level head. So, it's an ...

- a) He 'looks too `old for his ,age.
- b) 'Cut some \sandwiches ,for us.

- c) The 'landscape' doesn't change very 'much in ,winter.
- d) Explain ,everything.

4. This is an ... which is pronounced with a High ... preceded by a High Level head. So, it is an *energetic* and *insistent* command.

- a) 'Keep your 'head.
- b) 'Cut some ,sandwiches ,for us.
- c) The 'landscape' doesn't change very 'much in ,winter.
- d) Explain ,everything.

5. This is an ... which is pronounced with a Low ... preceded by a High Level head. So, it a *sincere* and *friendly* request.

- a) 'Fetch me a ,chair please.
- b) 'Don't be ,late.
- c) The 'breakfast is on the ,table.
- d) Our 'boss is 'waiting ,for you.

**Task III. Analyze and modulate the given statements in accordance with the meaning given in brackets (if any).**

1. Think thrice before doing. (*warning*)
2. Kiss your sister good night. (*friendly request*)
3. Wait until the traffic light says "cross". (*instruction*)
4. Open the door immediately. (*insistent command*)
5. Come tomorrow at 8. (*calm, categoric and serious command*)
6. Don't worry, be happy.
7. Kick off your shoes and find a good game on TV.
8. Avoid close friends and you won't have enemies.
9. Knock at the door twice.
10. Call him, please.

Task IV. Find out if the transcription of the underlined words correct or wrong.

1. 'Well [ðen], 'let's do it 'now.
2. [ðen] 'ring me 'up.
3. He [mæst] 'do it to'morrow.
4. He 'knows himself that 'he [mæst].
5. 'Give me [sʌm] 'apples.
6. I can 'give you [sʌm].
7. There's [sʌm] 'boy ,waiting for you.
8. We [hæv] a 'lot of 'time.
9. They [hæv] 'seen 'everything.
10. I'm 'sure you [hæv].
11. I'm 'sure you [hæv tə].
12. I'm 'sure you [hæv tu:].
13. He 'went [ɒf] in a 'minute.
14. 'Who [ɒf] you 'knows the 'answer?
15. 'How [du:] you 'like the 'book?
16. We [kəd] 'come then.
17. He 'certainly [kəd].
18. [ðæt] 'boy is 'mine.
19. I 'know [ðæt] the 'boy is 'yours.
20. We 'need 'more [ðən] ,that.
21. I 'sent [ðəm] a 'noté.
22. They [ɑ'] 'coming in 'time.
23. 'They [ɑ'].
24. 'Do it [fɔ'] me.
25. 'Who is it [fɔ']?

26. 'Shall I give it [tə] 'you?
27. [də] you 'know [ðæt] 'love is 'cruel?
28. [hə] 'lips [ə] "so 'sweet!
29. [bʌt] '[hi:] wants to 'enter [ðə] 'river 'twice.
30. [ði] 'wind 'talks [tə] itself on [ði] 'top of [ði] 'hills.
31. It is the 'duty [əv] the 'student without ex'ception [tu: bi:] 'prudent.
32. [kæn] 'you keep your ,heard [wen] 'all about you [ə] 'loosing their's?

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