

Министерство образования Республики Беларусь

Учреждение образования
«Гомельский государственный университет
имени Франциска Скорины»

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**ПРАКТИЧЕСКАЯ ФОНЕТИКА
АНГЛИЙСКОГО ЯЗЫКА
ИНТОНАЦИОННЫЕ МОДЕЛИ РАЗГОВОРНЫХ ФОРМУЛ**

Практическое руководство

для студентов 2 курса факультета иностранных языков
специальности 1-02 03 06-01 «Английский язык. Немецкий
язык», 1-02 03 06 -02 «Английский язык. Французский язык»

ПРАВЕДАНА
2014

УК 3082

Установа адукацыі
"Гомельскі дзяржаўны ўніверсітэт
імя Францыска Скарыны"
БІБЛІЯТЭКА

Гомель
ГГУ ім. Ф. Скорины
2014

РЕПОЗИТОРИЙ ГГУ ИМ

УДК 811.111'34(076)
ББК 81.432.1-1я73
Н 316

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Рекомендовано к изданию научно-методическим советом
учреждения образования «Гомельский государственный
университет имени Франциска Скорины»

Насон, Н. В.
П 316 Практическая фонетика английского языка:
интонационные модели разговорных формул : практ. рук-во /
Н. В. Насон, Н. В. Берещенко, Т. Н. Полевая ; М-во
образования РБ, Гом. гос. ун-т им. Ф. Скорины. – Гомель:
ГГУ им. Ф. Скорины, 2014. – 44 с.
ISBN 978-985-439-867-9

Практическое руководство «Практическая фонетика английского
языка: интонационные модели разговорных формул» является частью
комплекса практических руководств для студентов специальности
1-02 03 06-01 «Английский язык, Немецкий язык», 1-02 03 06-02
«Английский язык, Французский язык», подходит как для
самостоятельной, так и для аудиторной работы и направлено на
развитие навыков и умений устной и письменной речи

УДК 811.111'34(076)
ББК 81.432.1-1я73

ISBN 978-985-439-867-9

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Предисловие

Практическое руководство по теме «Интонационные модели разговорных формул (английский язык)» предназначено для студентов 2 курса факультета иностранных языков специальности 1-02 03 06-01 «Английский язык. Немецкий язык», 1-02 03 06 -02 «Английский язык. Французский язык». Его цель – совершенствование произносительных умений и навыков. В нем представлены основные разговорные формулы английского языка и даны их типичные интонационные модели.

При составлении руководства авторы опирались на аутентичные учебные материалы. Теоретический материал сопровождается упражнениями для закрепления, тренировки и совершенствования фонетических навыков по темам, изучаемым в рамках дисциплины. В конце некоторых разделов также предлагаются задания для закрепления знаний и самоконтроля. Все интонационные упражнения снабжены подробными методическими указаниями, раскрывающими их целевую установку, коммуникативную направленность и форму выполнения, что создает благоприятные условия для самоконтроля. Наличие аудиосопровождения ко всем разделам руководства способствует самостоятельной работе студентов и интенсификации учебного процесса.

Темы, изложенные в практическом руководстве по практической фонетике, отражают программу курса. Объем практического руководства соответствует объему теоретического материала по дисциплине «Практическая фонетика», изучаемого студентами на 2 курсе. Все упражнения имеют речевую направленность и ориентированы на развитие речевых умений и навыков.

1 Greetings and farewells

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
How do you do?	(HH) + Fall
Hello.	
Good morning.	
Good afternoon.	HP+LWR or HH+Fall
Good evening.	
Cheerio.	
Bye-bye.	
Goodbye.	HP+LWR
Goodnight.	
See you tomorrow.	
See you later.	(1HH)+MWF, FR
See you!	

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogue (try to imitate the intonation you hear) and prepare its good reading:

- Hello. Lyford 4242?
- Oh, hello. Could I speak to Harriet, please?
- It's Harriet speaking.
- Hello, Harriet. It's David here.
- Hello, David. I didn't recognize your voice.
- I didn't recognize yours, either. It's a bad line.

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What greeting shall be used if you meet someone for the first time? Is it a question? What response is expected?
- 2) What intonation patterns are typical for greetings?
- 3) What is the typical intonation of farewells?
- 4) Are there any formal and informal greetings/farewells?
- 5) Do we use the expression 'See you...' in formal situations?

Learn more:

Hello (also hullo especially in BrE) (BrE also hallo) is the most usual word and is used in all situations, including answering the telephone or when you want to attract sb's attention: Hello John, how are you? • Hello, is there anybody there? • Say hello to Liz for me. • They exchanged hellos (= said hello to each other) and forced smiles.

- (BrE) used to show that you are surprised by sth: Hello, hello, what's going on here?
- (informal) used to show that you think sb has said sth stupid or is not paying attention: Hello? You didn't really mean that, did you? • Hello! Did you even listen?

Hi is more informal and is now very common.

How are you? or **How are you doing?** (very informal) often follow Hello and Hi: 'Hello, Mark.' 'Oh, hi, Kathy! How are you?'

Good morning is often used by members of a family or people who work together when they see each other for the first time in the day. It can also be used in formal situations and on the telephone. In informal speech, people may just say **Morning**.

Good afternoon and **Good evening** are much less common. In informal use people often just say **Afternoon** or **Evening**.

Good night is not used to greet somebody, but only to say goodbye late in the evening or when you are going to bed. In informal use people often just say **Night**.

If you are meeting someone for the first time, you can say **Pleased to meet you** or **Nice to meet you** (less formal). Some people use **How do you do?** in formal situations. The correct reply to this is **How do you do?**

Ex. 6. Draw up the summary of this chapter.

2 Thanks and apologies

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
Thank you.	MW↑
Thanks.	
Thanks very much (indeed).	MWF/FR
Not at all.	(HH)+MWF
Yes, please.	
No, thank you.	FR
No, thanks.	
Sorry.	FR Unit
Sorry I'm late.	FR Divided
That's all right.	HP↑/HH+LWR
I should think so too.	HH+Fall
I'm afraid I can't.	(HH)+Mid Fall
Excuse me.	FR
Hey!	HH

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- D'you sell garden tools, please?
- I'm afraid we can't help you, sir.
- Any idea where I should try?

- What about Cook's in the Market Place?
- That's an idea. I'll go down there now. Many thanks.
- Well, I'm sorry we can't help you.
- That's quite all right. Cheerio.
- Where is the station? Can you find it on your map, Alan?
- No, I can't. Let's ask someone.
- What about that man across the road. He might know.
- Good idea. Excuse me! Excuse me. Could you tell me the way to the station, please?
- I'm sorry. I'm a stranger here myself.
- Oh. Thanks very much all the same.
- Hey! That girl running in front of us: she's just dropped something. Excuse me!!!
- No. She didn't hear...Hey! It's a railway ticket. I'll put it in my pocket.
- Come on. We can catch her if we run...Hey!! Excuse me! You've dropped this!
- What's that? Oh! Oh, my ticket! I'm most grateful!
- We called you just back there, but you didn't hear.
- Well, I was hurrying to catch a train, but I think I've missed it anyway. I'll get the next one.
- So you're going to the station? What luck!
- We're going there, too, but we couldn't find it.
- Oh, it's not far from here. Well, I'm glad I can help you. You've certainly helped me.

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What speech patterns are used to express gratitude?
- 2) What can you say if you don't want to sound too formal?
- 3) What speech pattern is used in response to expressions of gratitude?
- 4) What speech patterns are used in response to offers?
- 5) What do you say if you want to apologize?
- 6) What speech patterns are used as replies to apologies?
- 7) What is another way of saying 'sorry'?
- 8) What do you say to get someone's attention?

Learn more:

I'm sorry

- 1) used when you are apologizing for sth: I'm sorry, I forgot.
• Oh, I'm sorry. Have I taken the one you wanted? • I'm sorry. I can't make it tomorrow.
- 2) used for disagreeing with sb or politely saying 'no': I'm sorry, I don't agree. • I'm sorry, I'd rather you didn't go.
- 3) used for introducing bad news: I'm sorry to have to tell you you've failed.

Excuse me

- 1) used to politely get sb's attention, especially sb you do not know: Excuse me, is this the way to the station?
- 2) used to politely ask sb to move so that you can get past them: Excuse me, could you let me through?
- 3) used to say that you are sorry for interrupting sb or behaving in a slightly rude way: Guy sneezed loudly. 'Excuse me,' he said.
- 4) used to disagree politely with sb: Excuse me, but I don't think that's true.
- 5) used to politely tell sb that you are going to leave or talk to sb else: 'Excuse me for a moment,' she said and left the room.
- 6) (especially NAME) used to say sorry for pushing sb or doing sth wrong: Oh, excuse me. I didn't see you there.
- 7) excuse me? (NAME) used when you did not hear what sb said and you want them to repeat it

Hey

- 1) used to attract sb's attention or to express interest, surprise or anger: Hey, can I just ask you something? • Hey, leave my things alone!
- 2) used to show that you do not really care about sth or that you think it is not important: That's the third time I've been late this week - but hey! - who's counting?

Ex. 6. Draw up the summary of this chapter.

3 Congratulations, sympathy and surprise

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
Really?	MWR
Never!	RF
You failed it.	
Is it?	(HPr)+MWR/LWR
Can't we?...	
Well done.	HH/HP++H(M)WF
Good for you.	HH+H(M)WF
I'm sorry to hear that.	FR Unit/Divided
That is bad luck.	RF
Oh, dear!	HH+MWF

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogue (try to imitate the intonation you hear) and prepare its good reading:

- There's a new language school in Oxford, Jo!
- Really?
- But you won't believe the name. It's called the Hippopotamus School of English!
- Never!
- I wanted a job there, but I didn't get it!
- Oh, dear. That is bad luck.
- But my sister applied, and she got it!
- Good for her!

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What speech patterns are used to express surprise?
- 2) What speech patterns are used for congratulations?
- 3) What speech patterns are used to express sympathy?
- 4) What do we usually start a sympathetic answer with?

Ex. 6. Draw up the summary of this chapter.

4 Reassurances

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns

Don't worry. • Never mind.

It won't hurt. • It only takes a minute, etc.

Intonation Patterns (typical)

HPr+LWR

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogue (try to imitate the intonation you hear) and prepare its good reading:

— There's something I'd like to tell you, Jo, only I'm afraid someone's listening.

— No one's listening.

— Are you sure? The other thing is — I'm afraid you'll tell someone.

— I won't tell anyone.

— Or you might laugh at me.

— I won't laugh at you.

— Well, in that case, I'll tell you. You see, the other day I was at a party...

Ex. 5. Make up your own dialogue (about 6 phrases) with as many reassurances as possible. Don't forget to use 'only'.

Ex. 6. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

1) What are reassurances?

2) When do we add 'only' to reassurances?

Ex. 7. Draw up the summary of this chapter.

Revision I

*Greetings, Thanks and Apologies,
Congratulations, Sympathy and Surprise, Reassurances*

Intone the following dialogues using proper intonation patterns. Provide your comments regarding the area of their usage. You are supposed to choose one of the underlined phrases (suitable variants for the given situations).

1. — Good afternoon/Hello, Jane/Miss Smith?

— Bye-bye/Good-bye, Miss Smith/Jane.

— Would you like a cup of tea?

— No, please/Yes, please.

2. — Can you explain it to me?

— I afraid I can't/Sorry I can't.

3. — Sorry to disturb you.

— That's all right/I should think so too. I've been expecting your call.

4. — Sorry, I've spoilt your weekend/I'm afraid I've spoilt your weekend.

— That's all right/I should think so too. I was going to spend it in Greece!

— Sorry for breaking your plans/Excuse me for breaking your plans.

5. — Excuse me/Hey! Can you lend me your cell-phone?

6. — Excuse me/Hey, David! I've won the first prize of the lottery!

— Good for him/Well done!

— But now I'll have to pay the income tax!

— I'm sorry to hear that/That is bad luck.

7. — Good morning, Mr. Watkins. Would you like to look through your correspondence?

— Yes, please. Hey, you've dyed your hair pink. Well done!

8. — Hello, Jenny. Have you heard about Sue? She won \$ 25000 in the lottery!

— Good for her!

9. — Excuse me! Can you tell me the price of that hairdryer?

— It costs \$ 25.

— Thank you very much.

— Not at all/You're welcome.

10. — Sorry for dropping your cake.

— That's all right.

11. — I'm afraid I must be off. Cheerio.

— Bye-bye.

12. — Kids, it's time you went to bed. Good-night.

13. — See you next week, Miss Roke.

— I'm afraid you need to sign a few more documents.

— But I have no time.

— Sorry to remind you, but it's urgent.

— You are spoiling my plans for the evening.

— I'm sorry.

— I should think so too.

14. — Can I leave earlier? I am feeling unwell.

— I'm sorry to hear that.

15. — I'm going to Prague for the coming week-end.

— Really?

— The air-company failed to find my luggage and I was offered this trip as compensation.

— Never! Good for you!

16. — I am late because I met with a black cat on my way here.

— That is bad luck.

17. — I can't stand that girl crying!

— Well, she's only a child.

5 General (yes/no) questions

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns

Are you tired?

Did everything go well? etc.

My boyfriend?

Would you like some

coffee?

Did you hear anything

unusual?

Did you come by bike.

David, or did you walk?

Intonation Patterns (typical)

HP+HH/StI+MWR/FR

HP+LWR/MWR

HH/StH+Fall

Rise+Fall

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

— You really ought to give up smoking, Alan. It isn't good for you.

— I know it isn't; but what about sugar and salt and butter and strawberries and...

— Are strawberries bad for you?

— Well, I read that they were, if you ate too many. It was in Health News. Do you read Health News?

— Are you taking your exam in June, Jo?

— Yes. Are you taking your exam in June?

— Did you spend your summer holiday camping, Jo?

— Yes. Did you spend your summer holiday camping?

- What was Switzerland like, Miss Roke?
- Switzerland?
- Yes. You went skiing there, didn't you?
- Skiing?
- Yes. With your boy-friend.
- My boyfriend?
- Well, y-yes. I mean, didn't you. I mean...
- I assure you, Mr. Watkins, that I have never been to Switzerland, I cannot ski and I have no boy-friend. This morning's post is on your desk.

- Come in, Sarah. Would you like some coffee?
- No, thanks, Alan.
- Would you like some tea?
- No. I'm OK, thanks.
- Will you have some orange juice, then?
- Perhaps I will, then. Thanks very much.

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What are the common intonation patterns for general questions?
- 2) Where is the place of the nuclear stress?
- 3) Is there any change in meaning if we add the word 'too'?
- 4) What happens if you are asked something and want to ask the same thing in return?
- 5) When are short questions used?
- 6) When is the Falling tone used?
- 7) What is the intonation pattern of alternative questions?

Ex. 6. Draw up the summary of this chapter.

6 Answers to yes/no questions

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
No. Yes.	MWF/MWR(LWR)/HWF
No, they weren't. Yes, they are.	
I think so. I don't think so.	Fall-Rise
I suppose so. I don't suppose so.	
I'm afraid so. I hope so. I hope not.	Fall-Rise
I expect so. I don't expect so. I doubt it.	
I'm afraid not.	Fall-Rise/Fall
Not necessarily. Not every year.	Fall-Rise
Yes, generally. Possibly, etc.	Fall-Rise
Well, I'm free on Sunday.	Fall-Rise
Yes, it will be painful. Yes, always.	Fall

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- You're good at languages, Harriet. Those people in front of us...are they speaking Swedish?
- I think so.
- Not Norwegian?
- I don't think so.
- So they must be Swedish tourists.
- Not necessarily.
- What d'you mean? Surely if...
- Well, don't forget they speak Swedish in part of Finland, too.

- Oh, I didn't realize that. Do they speak with a different accent from standard Swedish?
- I suppose so.

- Do your parents go to Scotland every year, Alan?
- Not every year.
- But when they do go to Scotland, they always stay in the same hotel, don't they?
- Not always.

- D'you think my shoulder will be better by Friday, Doctor?
- Possibly.
- So it'll take a few more days, you think?
- Probably.
- So I'll have to cancel tennis on Wednesday, of course?
- Definitely.
- Will it be painful tonight, d'you think?
- Yes, it may.
- I imagine it'll be pretty stiff tomorrow morning!
- Yes, it will.

- Are you free on Saturday, Sarah?
- Well, I'm free on Sunday.
- Good. Sunday's OK. D'you like lions?
- Well, I like tigers.
- Well, you know Longleat... the famous park full of wild animals?
- Well, I've heard of it.
- Good. Well, I'm taking you there on Sunday.

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What are the intonation patterns for 'Yes' and 'No'? What is the difference between them?
- 2) When do English-speaking people use such expressions as 'I (don't) think so'/'I (don't) suppose so'?
- 3) What answers are pronounced with Fall-Rise?
- 4) What implications can be associated with indefinite answers?
- 5) What answers are pronounced with Fall?

Ex. 6. Draw up the summary of this chapter.

Revision II

Greetings, Thanks and Apologies, Congratulations Sympathy and Surprise, Reassurances, Yes/No Questions, Answering Y/N Questions

Intone the following dialogues using proper intonation patterns. Provide your comments regarding the area of their usage.

1. - Have you filled in the immigration card?
- Yes. Have you filled it in?
- Certainly. Do you have anything to declare?
- No, I don't.
2. - Do you know that no meals are usually served on this flight?
- No.
- They say it makes the tickets too expensive. Passengers want to eat caviar, lobsters, snails, hamburgers...
- Are hamburgers expensive?
- Sometimes, when they are served with asparagus and squids.
- Is asparagus expensive, too?
3. - Have you submitted your tax return?
- Not yet. My granddaughter promised to help me.
- Your granddaughter?
4. - Do you get airsick when on a plane?
- Not always.
5. - The plane will take off in a minute, won't it?
- I suppose so.
- Can I leave my belt unfastened?
- I very much doubt it.
- Can I have a smoke?
- I'm afraid not.
6. - Do you know little Danny?
- Yes.
- He hasn't started to speak yet. All children can speak at his age!

- Not all of them.
- Don't you think he's going to be stupid?
- No, I don't! Actually, it's no business of yours.
- Possibly.

7. - Do you feel nervous about the exam?
 - Yes. Do you?
 - Yes, a bit. Have you learned all the questions?
 - Not every one.
 - Will you manage to revise everything?
 - Yes, I will.
 - Do you want to accompany me to a disco tonight?
 - No, I don't! Are you kidding or mocking?

8. - Good morning, Mum. I'd like to read you my poem.
 - Your poem? Well done!

9. - I'm sorry I'm late. I had to wait ages for the bus.
 - That's all right. We haven't started yet.

10. - Oh, dear. I've spilt tea on the table cloth. I'm sorry.
 - I should think so too. You're constantly spoiling my things.
 - Not only yours. I promise to be more careful.
 - I hope so.
 - Moreover, it's only an oil-cloth.

11. - Which do you like best, cats or dogs?
 - Well, I like hamsters.

12. - I can't decide what to buy: the mink coat or the chinchilla coat.
 - Oh, dear. That is bad luck. You'd better buy both.
 - That's a good idea. Thanks for your advice.
 - Not at all.
 - Would you like to buy something, too?
 - No, thank you. I'm afraid I'm allergic to these rodents.
 - Never!

13. - Hey, Mary. Hello. How's life?
 - A bit hectic at the moment. I'm very busy at work.
 - Really? Sorry for not phoning you.
 - Not at all. Cheerio.
 - Bye-bye.

14. - How are things with your business?
 - It was touch and go for a while but we are out of the woods now. Would you like to attend our presentation?
 - Yes, thank you/Yes, please.
 - Here's the invitation card. See you in the evening.

РЕПОЗИТОРИЙ ГГУ ВИН

7 Wh-questions

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
Where are you going?	HH/StH+Fall
Where on earth have you been?	Accidental Rise/Emphatic
What on earth for?	Static+Fall
Why on earth not?	
Where does he want to meet me?	HNR/MWR

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- Where on earth have you been, David?
- Why? What... Goodness! It's midnight!
- Why on earth didn't you telephone me?
- Well, I'd no idea it was so late. Hey – there goes the doorbell!
- Who on earth can that be?
- What did Shanks say in his letter?
- Well, he said he'd like to meet you in Newcastle at half past two on Friday the seventeenth of October. He's coming by train so he suggested the Station Hotel.
- Where does he want to meet me?
- In Newcastle.
- Oh, yes. What time did he suggest?
- Two-thirty.
- Two-thirty... What day did he have in mind?

- He was talking of Friday the seventeenth.
- Ah, of course. What month was that?
- October, Mr. Watkins.
- I see. And how's he travelling?
- By train. He's coming down from Aberdeen.
- And which hotel did he suggest?
- The Station Hotel. I think you should go home and rest, Mr. Watkins you're obviously overtired.

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What do special questions start with?
- 2) How can we emphasize any special question?
- 3) When is the Rising nuclear tone used?
- 4) What do you remember about the intonation of friendly special questions?

Ex. 6. Draw up the summary of this chapter.

8 Giving information (statements)

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
Looks as if it's going to <u>rain</u> ¹ .	HH/StH+Fall
Nearly <u>nine</u> .	
My <u>watch</u> has stopped.	Fall
The <u>kettle</u> 's boiling.	
He's going to <u>France</u> in <u>September</u> .	Fall+Fall
It's a <u>record</u> for my <u>mother</u> .	
Yesterday <u>afternoon</u> , we cycled to <u>Yattendon</u> .	Fall-Rise+Fall
<u>Actually</u> , I've forgotten his <u>name</u> .	
We cycled to Yattendon yesterday afternoon.	Fall-Rise Divided
I've forgotten his name actually.	
- Shall we get some cream, too?	
- No, we've got some cream ² .	
- Here's the milkman, Harriet.	
- Good, we need some milk.	
- I hate milk in my tea.	Fall-Rise Divided
- I'm fed up with football.	
- I'd love to go to Australia, Jo.	
- Oh, my sister lives in Australia.	
This is the way to do it.	Fall-Rise Divided
The bus is the cheapest way to go.	
- She's so lazy, Jo.	Fall-Rise Divided
- I thought she'd be lazy.	
- It's Wednesday the 28 th of May.	HPr+Fall
- Wednesday? I thought it was Tuesday.	
One, two, three, four...	LWR+LWR+LWR+LWR...

¹The nucleus is underlined.

²The intonation pattern refers to the sentences in bold.

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- In the fridge there's a bottle of milk.
- There's a bottle of milk in the fridge.
- This morning Mr. Black telephoned.
- Mr. Black telephoned this morning.
- If you like, you can leave your bags here.
- You can leave your bags here if you like.
- Actually I've forgotten his name.
- I've forgotten his name, actually.
- Instant coffee today, Mr. Watkins. I'm afraid.
- Oh, dear! I can't stand instant coffee.
- And here are your chocolate biscuits...
- Good! I love chocolate biscuits.
- Hello, Jo! You haven't changed at all! I recognized you immediately!
- I hoped you'd recognize me!
- Hello, Jane! Nice to see you again after all these years!
- I'm afraid I don't know you. I'm...
- It's Sarah! I hoped you'd recognize me!

Ex. 5. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) When are statements used?
- 2) What word usually takes the nucleus?

- 3) If the noun and the verb are new information, which shall take the stress?
- 4) What is the intonation of statements having two important pieces of information?
- 5) What is the intonation of statements having more important information and less important information?
- 6) What is usually regarded as less important information?
- 7) What intonation pattern is used with words and expressions that show your real feelings?
- 8) How can we keep the subject open?
- 9) What intonation is preferable when the new important information is right at the beginning of the sentence?
- 10) What are the intonation patterns for sentences beginning with 'I told you...', 'He said...', 'I thought...'??
- 11) What is the intonation pattern of sentences containing enumeration?

Ex. 6. Draw up the summary of this chapter.

9 Invitations, warnings, orders and advice

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
Would you like to come to North Wales?	HH/StH+Rise
Come in.	HH/StH+Fall
Have a cup of tea.	
Be quiet.	
Go and get it then.	
Have a rinse.	HH/StH+LWR
Don't spell your orange juice.	
Careful!	(HH/StL)+FR
Don't forget your gloves!	
I wouldn't <u>buy</u> it, if <u>I</u> were <u>you</u> .	Fall+Fall Rise
What about using petrol?	HH/StH+Fall
Have you thought of paint remover?	HH/StH+MWR
Lets' leave on Friday afternoon.	HH/StH+Fall
Unless we left early on Saturday morning.	HH/StH+FR
You could <u>always</u> <u>advertise</u> .	Accidental Rise/High Static Emphatic+FR

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- Hell, Mrs. Povey. Come in.
- Thank you, dear.
- Take off your coat and sit down.

- Well, I mustn't stop, dear. I shall get into trouble...
- Well, ring and say you'll be late.
- Well, as long as I'm no more than ten minutes.
- Good. Have a cup of tea.
- Look at my hands, Alan. I got some paint on them yesterday and it won't come off.
- What about using petrol?
- Yes, but how do I get the smell of petrol off?
- Yes...Have you thought of paint remover?
- Paint remover, Alan? I'm talking about my hands not the kitchen wall!
- When d'you think we ought to set off, Harriet?
- Let's leave on Friday afternoon.
- Unless we left early on Saturday morning.
- Well let's have a look at the timetable.
- How can we be sure these letters will arrive at Hobb's tomorrow?
- Well, I could always take them myself.
- Are you sure it's no trouble? Another problem is: these daytime phone calls to Whitehead in London are getting expensive.
- Well, you could always ring in the evening.

Ex. 5. Make up your own dialogue (about 8 phrases) with as many speech patterns covered by this chapter as possible.

Ex. 6. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What form can invitations have?
- 2) Is the Falling tone possible? Is the word 'please' always necessary?
- 3) What is the meaning of the Low Rising tone?
- 4) What is the intonation of warnings?
- 5) What form can suggestions have?
- 6) What speech patterns can be used to express alternatives or other possibilities?

Ex. 7. Draw up the summary of this chapter.

Revision III

Wh-questions, Giving information, Invitations, warnings, orders and advice

Intone the following dialogues using proper intonation patterns. Provide your comments regarding the area of their usage.

1.
 - Let's ask our neighbour to repair the printer.
 - Unless I did it myself.
 - You've never done it before.
 - I could always consult a manual.
 - Go and bring it then.
 - ...
 - Everything looks so complicated. I wouldn't touch that wire if I were you.
 - Have you thought of going to the kitchen and making tea?
 - What on earth for?
 - Drinking tea is the best way to relax and concentrate on the problem.
 - I thought you're concentrated enough.
 - ...
 - Here's your tea.
 - Thanks. Oh, no. You've poured in it a gallon of milk! I hate so much milk in my tea. Actually, it's not tea any more. It's brownish milk!
 - I knew you'd complain.
 - What's there behind your back?
 - I've brought you salty curds with home-made jam.
 - Is it too much for you to remember that I'm allergic to salt?
 - Looks as if you're teasing me.
 - What am I doing? I wouldn't disturb me any more now, if I were you.
 - Oh, right. I could always go and talk to our neighbour.
 - Don't forget your disgusting tea!

- 2.
- Oh, this pudding tastes awful.
 - What about adding some whipped cream?
 - I haven't got whipped cream.
 - Icing can be used instead of it.
 - Icing is very difficult to cook.
 - My husband knows how to do it.
 - I thought he's not keen on cooking.
 - He is. When he was in Thailand he even attended special courses.
 - That's great! He must have learnt everything about exotic dishes. Let's ask him to cook an octopus.
 - Unless it were something less frightening.
 - Have you thought of tasting a fried snake stuffed with vegetables?
 - Stop saying all that! It makes me sick.
 - I knew you're too reluctant to taste something new. OK, we can agree on something from the European cuisine, if you're so obstinate.

10 Hopes and wishes

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
I hope she passes.	
I hope it is not hot while we're on holiday in Portugal.	StH/HPr/HH+FR Unit/Divided
Let's hope it stays dry tomorrow.	StH/HPr/HH+FR Unit
I do hope she likes it.	HNf or slide+FR
I wish I spoke <u>Italian</u> .	
I wish I knew how to repair electrical <u>things</u> .	StH/HH+FR Unit/Divided
I wish you'd stop yawning.	StH/HH+FR
If only I spoke Greek.	SdL/HH+Fall
I hope to be back by Wednesday.	SdL/HH+Fall
I wish to see the manager.	StH/HH+Fall

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- I hope it's not too hot.
- I hope it's not too hot while we're on holiday.
- I hope it's not too hot while we're on holiday in Portugal.
- I seem to have lost my watch, Miss Roke.
- Well, I do hope you find it.

- Well, Jo, we must be off now.
- I wish you could stay longer.
- Well, Jo, it's a long way, so if we don't start now...
- I wish you lived a bit nearer.
- We've really enjoyed our stay, Jo. You must come and stay with us next year.
- I wish I could.

- There we are, Jo. Simple!
- I wish I knew how to repair electrical things.
- Electricity makes life so much easier, and electrical goods really are relatively cheap to buy.
- I wish I knew how to repair electrical things.
- You're making a marvelous job of that bike, Jo!
- I wish I knew how to repair electrical things.

- Where are you going after you leave Britain, Jo?
- Well, I hope to go to New Zealand.
- How long d'you plan to stay?
- Well, I hope to stay for a year.
- A year? Hmmm. What are you going to do there?
- Well, I hope to work on a farm.
- That should be fun. Hard work, though.

Ex. 5. Make up your own dialogue (about 8 phrases) with as many speech patterns covered by this chapter as possible.

Ex. 6. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What patterns are used for expressing hope?
- 2) How do we express a hope that we know won't come true?
- 3) What can we say if we're a bit annoyed?
- 4) Is there any difference between 'I wish' and 'If only'?
- 5) How do we express our plans?

Ex. 7. Draw up the summary of this chapter.

11 Question tags, short questions, echo-questions and short answers

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
It's cold today, isn't it?	Fall+Fall
Don't be late, will you?	
Go carefully, won't you!	Fall/Fall-Rise/LWR+Fall
Keep as warm as you can, won't you!	
You said it was March, didn't you?	Fall+Rise
So he is still writing to you, is he?	Fall+Rise
Let's go this afternoon, shall we?	Fall+Rise
I'll turn it off, shall I?	
I enjoyed that, Alan. Did you?	LWR
You look tired. — Do I?	MWR or LWR
He never forgets anything. — Does he?	Rise-Fall
We should.	
You haven't.	Fall
Yes, I can.	Fall+Fall
Who's Jo? — I am.	Fall
Are all your family vegetarians?	Fall-Rise
— My brother isn't.	
They speak Spanish in Brazil. — No, they don't.	Fall-Rise

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- Well, last November was exceptionally warm, so they say.
- We didn't wear overcoats, did we?
- Not in the first week, certainly.
- Oh, yes, it got cooler later, didn't it?
- Quite a bit cooler – but not this cold.
- There's been snow, hasn't there?
- This chap Reg, Jo. Any idea of his other name?
- It's Hall, isn't it?
- Hall? Ah! Did someone tell me he lived in Hampshire?
- He lives in Winchester, doesn't he?
- And he's a craftsman, I'm told. D'you know what he makes?
- He makes violins, doesn't he?
- Is that it? Has he any sons and daughters?
- He's got two sons, hasn't he?
- Well you seem to know quite a bit about him. You don't happen to know what his sons do, by any chance.
- They make violins too, don't they?
- Guess who I had a letter from this morning!
- Oh, so he's still writing to you, is he?
- Oh, it was nothing serious, Alan. Hey, when shall we go and see about our passports?
- Let's go this afternoon, shall we?
- What a terrible noise, that music on the wireless!
- I'll turn it off, shall I?
- I enjoyed that, Alan. Did you?
- Yes, very much. But the fellow that wrote that second piece – I've never heard of him before. Have you?
- Well, I've heard of him, but that's all. I'm hungry. Are you?
- Starving.
- You look well, Jo!
- **Provide a proper answer showing your surprise.*

- Well, you looked a bit tired when I last was you.
- ...
- I thought so, anyway. Oh, by the way, there's an exhibition at the Town Hall.
- ...
- Mmm. A model engineering exhibition. There was one last year, actually.
- ...
- This is going to be the last one, apparently.
- ...
- So they say. They're not having one next year.
- ...
- Of course. I'm very sorry about it.
- ...
- There's always a lot of money in the office safe, of course.
- Is there?
- And we have quite a lot of visitors, as well...
- Do you?
- Oh, yes, we do. And one of the typists has a boy-friend in a dynamite factory.
- Has she?
- Now, I don't suppose anyone here's been to Ordunia, but...
- I have.
- Really? I hope you enjoyed it. Nobody here can speak Ordunian, I imagine?
- I can.
- Ah, well, that'll be very useful. Now, the Prime Minister, whom I'm sure you don't know, will be...
- I do.
- In that case we can probably offer you a very good job in our organization. By the way – everybody here can swim, I assume?
- I can't.
- But still, I'm sure that you all spend your summer holidays by the sea so...
- I don't.

Ex. 5. Make up your own dialogue (about 8 phrases) with as many speech patterns covered by this chapter as possible.

Ex. 6. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What intonation patterns are typical of disjunctive (tag) questions?
- 2) What is the intonation of positive-positive disjunctive questions?
- 3) What is the intonation pattern of orders/warnings/suggestions with tags?
- 4) What is the difference between short questions and echo-questions?
- 5) What is the intonation of short answers?

Ex. 7. Draw up the summary of this chapter.

Revision IV

Intone the following dialogues using proper intonation patterns. Provide your comments regarding the area of their usage.

1. – Where did I leave my keys?
– They are lying on the table in the kitchen.
– Where are they lying?
2. – Do you know any foreign language?
– I'm going to study Chinese this summer.
– What on earth for?
– Actually, I want to get a new job. (I want to get a new job, actually.) If you like, you can join me. (You can join me, if you like.) Oh, the telephone's ringing.
3. – Saturday evening, we're going to the party.
– Do you need money?
– No, I've got some money...
– Look, there's a gift shop over there.
– Good, I need to buy a present for my Granny. I do hope she likes it.
– I wish I had a grandmother.
4. – Where's your aunt?
– She is in Japan with her new husband.
– Oh, my cousin lives in Japan.
– I thought she lived in China.
5. – How can I get to the centre of the city?
– The taxi is the best way to go.
6. – Jane's broken my favourite vase.
– I knew she'd do something like that. I would never invite her again, if I were you.
7. – Would you like to taste my cake?

- I'm fed up with your cakes.
 - Have a glass of lemonade then.
 - I wish you stopped treating me to high-calorie food.
8. - Let's decorate our house.
 - Unless we asked Jack to do it.
 - I hope he's a good specialist.
 - Don't worry, dear. He finished a special course last year.
 - Don't forget to have a look at his certificate, will you.
 - Yes, I will.
9. - My lawn-mower is broken.
 - What about having it repaired?
 - I wish I knew how to repair it. (If only I could repair it.)
 - You could always learn.
 - I hope to do it one day.
10. - If only they stopped quarreling.
 - Go and ask them then.
11. - I wish to see the manager. There's a fly in my soup.
 - No, there isn't.
12. - Don't forget to buy some food, will you!
 - Let's go shopping together, shall we!
 - But it's your duty, isn't it?
 - Is it?
13. - So you are still buying lottery-tickets, are you.
 - Yes, I am. My friend won \$10000 last week.
 - Did he?!
14. - Have all in your group passed the exams successfully?
 - Betty hasn't.
15. - You know those people over there, don't you?
 - Yes, I do. Do you?

12 Too, either, only, just and even

Ex. 1. In this Chapter the following speech patterns will be used (turn attention to their intonation):

Speech Patterns	Intonation Patterns (typical)
He grows red cabbage, too.	Fall+Fall
We didn't send any 2nd-class letters, either.	Fall+Fall
He only repairs gold watches.	HH/StH+Fall
We're just encouraging people to eat English apples.	HH/StH+Fall
He even wrote a book on Scottish trains.	HH/StH+Fall

Ex. 2. Listen carefully to the audio supplement. Repeat the corresponding phrases or provide your own responses when necessary. Do your best to imitate the intonation patterns used.

Ex. 3. Be ready to provide your comments regarding the area of usage of the above-mentioned speech patterns.

Ex. 4. Intone the following dialogues (try to imitate the intonation you hear) and prepare their good reading:

- Does your uncle grow barley on his farm, Sarah?
- Yes, he grows red cabbage, too.
- Does your uncle grow white cabbage on his farm, Sarah?
- Yes, he grows red cabbage, too.
- I understand you buy quite a lot of red cabbage, Mr. Nickols.
- Yes, I grow red cabbage, too.
- Jo, I know you don't like salt in your tea but what about your coffee?
- I don't like salt in my coffee either.
- You don't like salt in your coffee? What about pepper?
- I don't like pepper in my coffee, either.
- So you don't like pepper in your coffee? What about your brother?

- He doesn't like pepper in his coffee, either.
- So what about his tea?
- He doesn't like pepper in his tea, either.

- Is it true that Douglas makes gold watches?
- No, he only repairs gold watches.
- Is it true that Douglas repairs silver watches?
- No, he only repairs gold watches.
- Does Douglas repair gold earrings?
- No, he only repairs gold watches.

- Are you pushing English cherries in your advertizing campaign?
- No, we're just encouraging people to eat English apples.
- Are you encouraging people to eat Irish apples, too?
- No, we're just encouraging people to eat English apples.

- I've heard Willy Grant wrote books on all subjects.
- Oh, yes. He even wrote a book on Scottish trains.

- This new type-writer, is it light in weight?
- Oh, yes. Even a child can carry it.

- Is it easy to repair?
- Oh, yes. Even I can repair it.

Ex. 5. Make up your own dialogue with as many speech patterns covered in this course as possible.

Ex. 6. Answer the following questions (your answers can be used for drawing up the summary) and provide your examples:

- 1) What can you say about the use of 'too'/'either'/'only'/'just'/'even'?

Ex. 7. Draw up the summary of this chapter.

Revision V

Intone the following dialogues using proper intonation patterns. Provide your comments regarding the area of their usage.

1. - Hey!
- Oh, hello, Jane. I didn't recognize you at first. What have you done to your hair?!
- I thought you'd like my new style. I've changed my hairdresser.
- What on earth for?!
- Melanie was too conservative, wasn't she?
- I don't think so.
- Nevertheless, I had no choice. Melanie broke her arm.
- I'm sorry to hear that. What happened?
- No idea. I am not curious.
- Are you? I knew you'd say something like that. But you are eager to know everything about people.
- No, I'm not. I am just caring! Are you?

2. - Where do you spend your spare time?
- I prefer to go to the Canaries every Saturday.
- How often do you go to the Canaries?
- Why on earth are you asking me about that?

3. - Here's your white coffee.
- Ugh. I hate milk in my coffee.
- I thought that you like it.

4. - What are you hiding behind your back?
- It's a bouquet for my girlfriend.
- I knew it's something like that.

5. - In my opinion, you'd better get rid of this bike. It's too old/You'd better get rid of this bike in my opinion.

6. - I'm going to Egypt this week.
- Oh, my niece has been to Egypt.

7. - Oh, no. My favourite skirt has become too loose.

- What about narrowing it?
 - But I can't do it myself.
 - Have you thought of taking it to the atelier?
 - I wish I had thought about it myself.
 - Don't worry. You could always ask me for advice.
8. – Let's buy a new computer today.
- Unless we sold our old one.
 - If only we manage to do it this week.
 - Let's hope someone gets interested soon.
 - It was bright of you to give an ad.
 - Was it? I thought it was you who did it.
 - I do hope you'll be more reliable one day.
 - I wish you can be relied on.
9. – (at the dentist's) Do come in. Sit down.
10. – Jack has spilt juice all over my new table cloth.
- He's only a child. I wouldn't be angry, if I were you.
11. – Let's invite Jenny to our party, shall we?
- Don't forget to phone her, will you?
 - I never forget anything.
 - Do you?
12. – So you are exchanging presents for every holiday, are you?
- Not for every holiday.
13. – I wish to see the top manager. There is a mistake in my bill.
- No, there isn't.
14. – I watched this film on TV. Did you?
- My sister did.
15. – This grammar rule is very complicated.
- Even a child can understand it.
16. – My kitchen unit is out of order. If only I knew how to repair it.
- I don't know it, either. I'll go and phone the service, shall I?
17. – Well done.

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Установа адукації
"Томський державний університет
імя Франциска Скарыны"
БІБЛІОТЕКА

Производственно-практическое издание

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**ПРАКТИЧЕСКАЯ ФОНЕТИКА
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Практическое руководство

для студентов 2 курса факультета иностранных языков специальности
1-02 03 06-01 «Английский язык. Немецкий язык»,
1-02 03 06 -02 «Английский язык. Французский язык»

В авторской редакции

Подписано в печать 12.03.2014. Формат 60х84 1/16.
Бумага офсетная. Ризография. Усл. печ. л. 2,6.
Уч.-изд. л. 2,8. Тираж 25 экз. Заказ 163.

6159-00

Издатель и полиграфическое исполнение:
учреждение образования
«Гомельский государственный университет имени Франциска Скорины».
Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 187 от 18.11.2013.
Специальное разрешение (лицензия) № 02350 / 450 от 18.12.2013.
Ул. Солетская, 104, 246019, Гомель.

РЕПОЗИТОРИЙ ГГУ ИИ