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Фонетика английского языка

Звуки и ритм

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Практическое пособие содержит специально подобранные неадаптированные тексты актуальной тематики с соответствующей лексико-грамматической проработкой материала. Помимо упражнений и заданий, направленных на развитие и совершенствование навыков говорения, пополнение активного словарного запаса на основе текста в руководстве в качестве обязательного элемента предложены разнообразные творческие задания, направленные на развитие и совершенствование навыков говорения и устной речи

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Предисловие

Данное пособие имеет своей целью как отработку всех звуков и звуковых явлений английского языка, так и развитие навыков ритмического чтения.

В соответствии с целями материал практического пособия разделен на две части.

Задача первой части пособия – тренировка звуков и сложных фонетических явлений английского языка. Для тренировки материал каждой главы разбит на три части: минимальный контекст представлен пословицами и скороговорками; далее следуют небольшие стихи; отработать произносительные навыки на наиболее высоком уровне сложности позволяют диалоги, приведенные в третьей части.

Отличительной особенностью первой части пособия является расположение звуков по главам в соответствии с программой обучения, что позволяет использовать его в качестве дополнительного материала как непосредственно на занятиях, так и при самостоятельной работе дома.

Во второй части пособия собран материал, позволяющий отработать ритмичность речи, являющуюся характерной особенностью английского языка. Аутентичные стихотворения и отрывки из прозаических произведений позволяют не только отработать необходимые фонетические навыки, но и познакомить студентов с культурой страны изучаемого языка.

1. Make It Sound

Preliminary notes

Sounds in Part 1 have been organized in units in accordance with the course on Practical Phonetics of English by E.B. Karnevskaia (et al.). Each unit consists of 3 sections. Section A presents tongue-twisters and sentences, constructed to contain the sounds being practised. Section B offers a range of nursery rhymes and short poems with the same sounds, while section C focuses on using the sounds in a flow of speech and provides dialogues featuring a particular sound or sounds.

The material provided can be used both in the classroom and as a guide for self-study; be worked straight through or used randomly in order to enhance the learning experience of those wanting to improve their pronunciation.

Unit 1

Consonants [p], [b], [f], [v], [t], [d], [s], [z], [m], [n].

Vowels [ɪ], [i:], [ɔ].

A

Practise reading the following sentences and tongue-twisters.

1. A sailor went to sea, to see what he could see. But all that he could see was sea, sea, sea.

Tip: When practising, avoid palatalization of the sound [s].

2. Five frantic frogs fled from fifty fierce fishes.

3. The big black bug bit the big black bear, but the big black bear bit the big black bug back!

4. Extinct insects' instincts... [*repeat endlessly*]

5. Peter Piper picked a pack of pickled pepper.

B

Amidst the mists and coldest frosts,
With stoutest wrists and loudest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts.

A certain young fellow named Beebee
Wished to marry a lady named Phoebe
"But," he said. "I must see
What the minister's fee
Be before Phoebe be Phoebe Beebee".

A Meal by the Sea

I dream of a meal by the seaside
I dream of a meal by the sea
A seat on the beach
With the sea within reach
And peaches and cream for my tea
Yes, please!
(by Sue Palmer)

C

A Visit to Vladivostok

Oliver: Victor, have you ever visited Vladivostok?

Victor: Never. In fact, I haven't travelled further than Liverpool.

Oliver: I've had an invitation from the University of Vladivostok to give a survey of my own creative verse.

Victor: How marvellous!

Oliver: Will my navy overcoat be heavy enough, I wonder? It's long-sleeved and reversible. And I've got a pair of velvet Levis—rather a vivid violet! Do you think they'll approve?

Victor: I should think the professors will view violet Levis with violent disapproval. When do you leave?

Oliver: On the 7th of November.

Victor: I don't advise you to travel on the 7th. It's the anniversary of the Valentine Invasion. And for heaven's sake, Oliver, don't overdo the caviar. Or the vodka.

Oliver: Victor, I do believe you're envious!

Unit 2

Consonants [k], [g], [h], [j].

Vowels [e], [ɤ].

A

Practise reading the following sentences and tongue-twisters.

1. If coloured caterpillars could change their colours constantly, could they keep their coloured coat coloured properly?

2. Seventy seven benevolent elephants.

3. A canner can can anything that he can, but a canner can't can a can, can he?

4. In Hartford, Hereford and Hampshire hurricanes hardly ever happen.

B

Elizabeth, Elspeth, Betsey, and Bess

They all went together

To seek a bird's nest;

They found a bird's nest,

With five eggs in,

They all took one,

And left four in.

As I was going to St. Ives,

I met a man with seven wives,

And every wife had seven sacks,

And every sack had seven cats,

And every cat had seven kits:

Kits, cats, sacks, and wives,

How many were there going to St. Ives?

C

Crackle, Crackle, Galactic Static!

Gran: Jack, do you have to bang and slam on that piano like that?

Jack: I'm practising for our new album. It's smashing.

Gran: An album? You mean that racket you and your gang bash out?

Jack: We're not a gang, we're a fantastic jazz band. Sally and Janet, me on the piano, Alec on the sax—the Galactic Static. It'll be an absolute smash hit.

Gran: The Galactic Racket, if you ask me. And all you'll smash is Grandad's piano.

Jack: Gran, we have *talent*. We're cool cats, man. Crackle, crackle, Galactic Static!

Gran: The young man's mad. Here. I've made you a fat ham sandwich and a crab-apple jam flan.

Jack: Ah, Gran, you may not understand jazz but your flans are fab.

Unit 3

Consonants [ʒ], [ʒ], [C], [G], [I].

A

Practise reading the following sentences and tongue-twisters.

1. Shoes and socks shock my shy sister.
2. Can you imagine an imaginary menagerie manager imagining managing an imaginary menagerie?
3. She saw Sherif's shoes on the sofa. But was she so sure she saw Sherif's shoes on the sofa?..
4. Big black bugs bleed blue black blood but baby black bugs bleed blue blood.

Tip: mind the case of lateral plosion in the combination [bl]!

5. Algy met a bear. The bear was bulgy. The bulge was Algy.

B

The pitcher pitches, the catcher catches and the watcher watches. So whether the temperature rises or whether the temperature falls, the nature watcher just watches the catcher, who's watching the pitcher, who's watching the balls.

If you stick a stock of liquor in your locker
it is slick to stick a lock upon your stock
or some joker who is slicker
is going to trick you of your liquor
if you fail to lock your liquor with a lock.

She sells seashells by the seashore.

The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

C

Life is a question of choice – or chance?

Charles: If you could recapture your childhood, Richard, would you change much?

Richard: Life is a sort of arch. Arrival to departure. You can't switch direction, Charles. Each century brings changes but actually, Nature doesn't change.

Charles: But you can reach different decisions. With television, you can choose which channel to watch, switch to another picture. You could catch a different train. Given the chance, Richard, would *you* change trains?

Richard: Life is a rich adventure and largely a question of chance. You don't choose your future as you choose a chocolate or a piece of cheese.

Charles: But, Richard, you *do* choose. You forge your own fortune – a butcher? a 'cellist? a teacher? a merchant? Each choice suggests a further choice – *which* tree, *which* branch, *which* twig?

Richard: Let's adjourn to the kitchen for chicken and chips. No choice for lunch, you see, Charles!

Charles: But *you* actually *chose* chicken and chips! Chops would have been much cheaper!

Unit 4

Vowels [ɜl], [ɜq].

A

Practise reading the following sentences and tongue-twisters.

1. The rain in Spain falls mainly on the plain.
2. A pleasant place to place a plaice is a place where a plaice is pleased to be placed.
3. They set sail as the rain fell and made a wet mess of guests who came to watch whales and tell tales.

B

Daisy Is a Brainy Snail

Daisy is a brainy snail,
She can drive a train and bring the mail,
She can sail a ship or follow a trail.
Yes, Daisy is a brainy snail.

As he gobbled the cakes on his plate,
the greedy ape said as he ate,
the greener green grapes are,
the keener keen apes are
to gobble green grape cakes,
they're great!

Ice-cream cake

Ice-cream cake, ice-cream cake
I could eat it all day from the minute I wake
I wouldn't miss peas or carrots or grapes
If I could eat loads of ice-cream cake.
Ice-cream cake, ice-cream cake
I could eat it all day, plate after plate
I wouldn't miss apples or tuna paste
If I could eat loads of ice-cream cake.
(by Sue Palmer)

Bat, bat,
Come under my hat
And I'll give you a slice of bacon,
And when I bake,
I'll give you cake,
If I am not mistaken.

Tip: In this poem observe the phenomenon of nasal plosion. Don't confuse the [x] and [ç] sounds.

C

The Lair for Bears

A girl with pigtails in her hair,
Went inside a lair for bears.
She sat upon a little chair,

And shattered it beyond repair.

The bears came home from their affair
To find a mess inside their lair.
The bears complained into the air,
"This is so mean and so unfair!"

When Baby Bear first saw his chair,
He felt so sad and in despair.
The Goldilocks ran down the stairs,
And quickly left the lair for bears.
(by *Lorrie L. Birchall*)

Unit 5

Vowels [aɪ], [ɪə].

A

Practise reading the following sentences and tongue-twisters.

1. A tidy tiger tied a tie tighter to tidy her tiny tail.
2. Kyle flies kites high, so high they're out of sight. When a bird flies by, they sigh and wonder why the kite's so high.
3. He that hath ears to hear, let him hear.

B

Tip: when you read the poems, note which letters and combinations of letters stand for the sound [aɪ].

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

I Spy A Little Fly

I spy a little fly

Buzzing in the deep blue sky.
He'll be gone by and by.
I spy a little fly
Buzzing round, I don't know why.
He'll be gone, by and by.
I spy a little fly
Buzzing round and looking sly.
He'll be gone by and by...
But not before he's made me cry.

Marching Through The Night

Left, right, left, right,
Marching onwards through the night.
Left, right, left, right,
Marching till the morning light.
Left, right, left, right,
Even though your boots are tight.
Left, right, left, right,
March right on with all your might!

The Doctor's Line

Three six nine
The doctor's line
I'll come round in five minutes time.
It's five to nine
I'm here on time
A nice cup of tea and you'll be fine.
Three six nine
The doctor's line
Please call again another time.
(by Sue Palmer)

C

It's Eerie In Here

Aaron: Oh Piers, it's eerie in here – there's a sort of mysterious atmosphere – as if nobody's been here for years.

Piers: That's queer. Look, Aaron – over there. There's a weird light, like hundreds of pairs of eyes staring. I think we're in some animal's lair.

Aaron: Where?

Piers: There. They're coming nearer. My God, Aaron, they're giant bats.

Aaron: Oh no! I can feel them in my hair. They're tearing my beard! I can't bear it, Piers.

Piers: What if they're vampires? They're everywhere. Let's get out of here. We could try and climb higher.

Aaron: No fear! I'm not going anywhere, I'm staying here.

Piers: Aaron! There's a kind of iron staircase. Over here. Only take care. There's a sheer drop.

(Sounds of panting)

Aaron: God, I'm weary. We must have been climbing these stairs for hours.

Piers: Cheer up, Aaron, I can see a square of light and smell fresh air and flowers. We're nearly there!

Unit 6

Consonants [T], [D].

A

Practise reading the following sentences and tongue-twisters.

1. A thatcher of Thatchwood went to Thatchet-a-thatching.
Did a thatcher of Thatchwood go to Thatchet-a-thatching?
If a thatcher of Thatchwood went to Thatchet-a-thatching,
Where's the thatching the thatcher of Thatchwood has thatched?

Tip: When practising this tongue-twister, mind the sound [ʃ].

2. The sailor thought his ship was sinking, such thoughts no sailor should be thinking.

3. King Thistle stuck a thousand thistles in the thistle of his thumb.

B

A shoemaker

A shoemaker makes shoes without leather,
With four elements all together,
Fire, Water, Earth, Air,
And every customer takes two pair.

Tip: once you've read the riddle, try to come up with an answer to it!

Letter to an Author

I read a book the other day,
And I liked it quite a lot.
I thought it was exciting,
With a very mysterious plot.
So I wrote the author a letter.
I'd never done that before,
But I wanted to thank her for writing the book,
And to ask her to write a few more!

C

My Birthday's on Thursday

Ruth: It's my birthday on Thursday. My sixth birthday.

Arthur: My seventh birthday's on the 13th of next month, so I'm – let me think – 333 days older than you, Ruth.

Ruth: Do you always put your thumb in your mouth when you're doing arithmetic, Arthur?

Arthur: My tooth's loose, Ruth. See? I like maths. I came fourth out of 33. My father's a mathematician.

Ruth: My father's an author. He writes for the theatre. We're very wealthy. When I'm 30 I'll have a thousand pounds.

Arthur: I'm going to be an Olympic athlete. I may be thin but Mr. Smith says I've got the strength of three. Watch me. I'll throw this thing the length of the path.

Ruth: Oh Arthur! You've thrown earth all over us both. I'm filthy! Now they'll make me have a bath!

Unit 7

Consonant [N].

A

Practise reading the following sentences and tongue-twisters.

1. Ping and Pong sing a song.
2. The man sings a song, but the song is wrong.
3. The king swopped his ring for a ride on the swing.

B

Ning Nang Nong

On the Ning Nang Nong
Where the Cows go Bong!
and the monkeys all say BOO!
There's a Nong Nang Ning
Where the trees go Ping!
And the tea pots jibber jabber joo.
On the Nong Ning Nang
All the mice go Clang
And you just can't catch 'em when they do!
So its Ning Nang Nong
Cows go Bong!
Nong Nang Ning
Trees go ping
Nong Ning Nang
The mice go Clang
What a noisy place to belong
is the Ning Nang Ning Nang Nong!!
(by Spike Milligan)

4th of July

All the people sang,
And all the bells rang.
And the fire trucks went,
Clang, clang, clang!
But what I liked best,
More than all the rest...
Not when people sang,
Not when bells rang,
But when the fireworks
Went "Bang, Bang, Bang!"
(by Barbara Paape)

C

A King and A Song

Ingrid: There once was a king –
Mungo: King of England?

Ingrid: No. This king's kingdom was far-flung, stretching along the banks of every winding river, spreading into all the angles of the world.

Mungo: He must have been a very strong king. The strongest! Did *everything* belong to him?

Ingrid: Almost everything. One evening he was sitting on the bank of his longest river, watching the sun sink behind the weeping willows...

Mungo: And the nightingales calling from the darkening branches.

Ingrid: Only they weren't nightingales. They were two monks ringing a tinkling bell, singing a sad lingering song in a strange tongue no longer known among the younger subjects of his far-flung kingdom.

Mungo: It's beginning to be interesting. But I'm getting hungry. Can you bring me something to eat and drink, do you think, Ingrid?

Units 8–10

Consonant [r].

Vowels [Q:], [A].

A

Practise reading the following sentences and tongue-twisters.

1. Truly rural, truly rural, truly rural, ... [*repeat endlessly*]
2. As snug as a bug in the rug.
3. A skunk sat on a stump. The skunk thunk the stump stunk, And the stump thunk the skunk stunk.
4. Raleigh, are you already ready?
Are you really ready, Raleigh?
Raleigh's really ready, Riley.
Riley, Raleigh's already ready!

B

The Car

I'd like to have a bright, red car
And in my car, I'd go so far!
I like to think I'd go so far
That I would find a farm afar!

Farms with bright and red barns are
Just as nice as *my* red car.
Then I'd like to go so far
That I could touch a shining star!
(by *Barbara Paape*)

Carl the Shark

I'm Carl the Shark,
I swim far in the dark,
Looking for things to eat.
Don't be alarmed!
There's no harm in my charm...
Unless you become my treat!
(by *Lorrie L. Birchall*)

Mud Puppy

See the hole my puppy dug.
Icky, yucky, mucky, mud!
Put that puppy in the tub
then give him a tummy rub.
(by *Lill Pluta*)

Lunch Hunt

Hound snuffs and hunts for bunny lunch
As bunnies twitch with fear.
The bunnies snuggle in their hole
When Hound stoops down to peer.
Then Hound jumps up and hustles off
'cause Bear comes shuffling near.
Bear snuffs and hunts the hound for lunch
As bunnies hug and cheer.
(by *Sydney Meltzer Kleinhenz*)

Grumpy Glum

Grumpy Glum is not much fun.
He grumbles in his mug.
Maybe Grumpy Glum just needs
A cuddle and a hug.
(by *Lorrie L. Birchall*)

C

Making a Pass at Martha

Charlie: The dance doesn't start till half past, Martha. Let's park the car under the arch by Farmer Palmer's barn. It's not far. Ah, here we are. There's the farm cart.

Martha: Ooh, Charlie, it's dark!

Charlie: The stars are sparkling. My heart is enchanted. Martha you are – marvellous!

Martha: Your father's car's draughty, Charlie. Pass me my scarf.

Charlie: Rather let me clasp you in my arms, Martha, my darling.

Martha: Ah, Charlie! Your moustache is all nasty and sharp. I can't help laughing. Aren't you starved? Here, have half a Mars Bar. Ssh! There's a car passing.

Charlie: Keep calm, can't you? It's only Sergeant Barker. He plays darts in the bar of the Star and Garter. Martha... darling...

Martha: Don't be daft, Charlie! You can't start making a pass till after the dance!

The Bungalow's Flooded

Duncan: Jump up, Cuthbert! The bungalow's flooded!

Cuthbert: The bungalow? Flooded?

Duncan: Come on, hurry up.

Cuthbert: Just our luck! We're comfortably in London for a month, come down to the country on Sunday – and on Monday we're flooded! Trust us!

Duncan: Shut up! Come on, double up the rugs and stuff them above the cupboard. Chuck me that shovel. There's a ton of rubble that I dug out of the rubbish dump. I'll shove it under the front door – it seems to be coming from the front.

Cuthbert: Duncan! I'm stuck!

Duncan: Oh, brother! You're as much use as a bloody duck!

Cuthbert: If I'd been a duck, I could have swum! Oh crumbs! The mud's coming in under the other one! We're done for! We'll be sucked into the disgusting stuff!

Duncan: Hush! How wonderful! The current's suddenly swung. It's not going to touch us... unless... I wonder...

Units 11–12

Consonant [w].

Vowels [ʊ], [u:].

A

Practise reading the following sentences and tongue-twisters.

1. We weave well at the Weavewell. A well-woven Weavewell weave wears well.

Tip: When practising this tongue-twister, mind the sounds [w] and [v]. Remember absence of assimilation affecting the work of the vocal cords – don't transform [wi:v] into [wi:f].

2. Which witch wished which wicked wish?

3. Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

Tip: mind the vowel [ʌ] and [ɜr] sounds.

4. A loyal warrior will rarely worry why we rule.

5. How much wood would a woodchuck chuck, if a woodchuck could chuck wood? – As much wood as a woodchuck would, if a woodchuck could chuck wood.

B

Whether the weather is fine
Or whether the weather be not,
Whether the weather is cold
Or whether the weather be hot,
Whatever the weather
We'll weather the weather
Whether we like it or not.

Tip: Mind the sound [ʍ]

A tutor who tooted a flute
Tried to tutor two tooters to toot.
Said the two to their tutor,
“Is it harder to toot
Or to tutor two tooters to toot?”

Tip: Observe palatalization in the combination of [t] and [j].

Swan swam over the sea.
Swim, swan, swim!
Swan swam back again.
Well swum swan!

Little Red Riding Hood

When Red made cookies nice and hot
For Nana in the woods,
She saw a wolf down by the brook,
And ran off in her hood.
She quickly hoofed her way to Nan's
And looked inside her bed.
She stood by Nana's giant foot –
"You don't look good!" said Red.
"But you look good enough to cook!"
The Big Bad Wolf replied.
Red understood it was the wolf
And not her Nan inside.
So Red took cookies for her hood
And shook them on the bed.
The cookies hooked the Big Bad Wolf
And Red just quickly fled!
(by *Lorrie L. Birchall*)

C

Twenty Foreign Visitors

Evelyn: What are you giving your foreign visitors on Wednesday evening, Winnie? How many – twelve, is it?

Winnie: Twenty. Twelve of William's Swedish representatives, eight of them with wives.

Evelyn: And what will you feed them on?

Winnie: Well, we'll start with watercress soup, then fish in a white wine sauce flavoured with fennel and chives, followed by stuffed veal served with cauliflower and . . . oh, a very wide variety of vegetables.

Evelyn: Mmm. My mouth's watering!

Winnie: For sweet we'll have fresh fruit souffle covered with walnuts. And lots of whipped cream, of course, and vanilla wafers. And we'll finish with devilled soft roes.

Evelyn: And finally coffee? What a feast! I wish I was going to be with you!...

Miss Woodfull'll Be Furious

Rachel: 'How much wood would a woodpecker peck if a woodpecker could peck wood?' Goodness, that's difficult!

Mabel: Looks a good book. Let me have a look?

Rachel: It's full of puzzles, and riddles, and –

Mabel: Let me look, Rachel!

Rachel: Mabel! You are awful! You just *took* it!

Mabel: I asked if I could have a look. Now push off. I'm looking at the book.

Rachel: You're a horrible bully!

Mabel: And you're just a miserable pudding!

Rachel: I should've kept it in my room.

Mabel: Oh shush, for goodness' sake! Anyway, I shouldn't have thought you could have understood the book, you're so backward.

Rachel: You're hateful! Give me my book! Oh careful, Mabel! It's Miss Woodfull's book. I'll get into terrible trouble if you – oh *look!* you are *awful!* She'll be *furious!*

Mabel: Well, you shouldn't have pulled, should you?

Unit 13

Vowels [ʌ], [aʌ].

A

Practise reading the following sentences and tongue-twisters.

1. Sounding by sound is a sound method of sounding sounds.
2. Clowns around town never frown even when they're down. Want to be a clown around town? Then never sound down and never frown.
3. Cows, hounds, and fowl abound in his townhouse downtown.

B

Howie

Howie is a big brown owl,
Who prowls around at night.

Down he flies to catch some rats
Who cower down in fright.
(by Lorrie L. Birchall)

Lost and Found

Mr. Cow was writing a shopping list
Of the things he had to buy,
When, all of a sudden, he lost his pen,
And he shouted, "Oh me! Oh my!"
Mr. Cow ran to see Mrs. Owl,
Who was as wise as she could be.
He brought her a bunch of flowers
And asked, "Mrs. Owl, can you help me?"
You see, I lost my pen before,
And I really don't know how,
But I have to write my shopping list,
And I have to do it now!"
Mrs. Owl replied to Mr. Cow,
"I've found your pen, my dear.
You somehow must have forgotten
That you put it behind your ear!"

C

Howard's Found An Owl

Howard: Brownie, if you vow not to make a sound, I'll show you an owl that I've found.

Brownie: An owl? You've found an owl?

Howard: Don't shout so loud. We don't want a crowd to gather round the house. Tie that hound up outside the cowshed. He's so bouncy and he's bound to growl.

Brownie: There. I've wound his lead round the plough. No amount of bouncing will get him out now.

Howard: Now, not a sound. It's down by the fountain where the cows browse.

Brownie: Wow, Howard! It's a brown mountain owl! It's worth about a thousand pounds down in the town.

Howard: No doubt. But *my* proud owl is homeward bound – south to the Drowned Mouse Mountains.

Unit 14

Vowels [ɒ], [ʌ].

A

Practise reading the following sentences and tongue-twisters.

1. How many boards could the Mongols hoard, if the Mongol hordes got bored?

2. A cup of proper coffee in a copper coffee cup.

Tip: don't confuse the sound [ɒ] in words like "coffee" with the short [ʌ] in the word "cup"!

3. Don nodded to John who plotted to con Tom and Ron.

B

Alice in Wonderland

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and all the king's men

Couldn't put Humpty together again.

It's raining; it's pouring.

The old man is snoring.

He went to bed and bumped his head,

And wouldn't get up in the morning.

All I want is a proper cup of coffee

Made in a proper copper coffee pot.

You can believe it or not,

But I just want a cup of coffee

In a proper coffee pot.

Tin coffee pots

Or iron coffee pots

Are of no use to me.

If I can't have a proper cup of coffee

In a proper copper coffee pot,

I'll have a cup of tea!

Mr. Hall

That's my coach, that's Mr. Hall.
See him standing by the wall?
Even though I'm very small,
He says that I can bat the ball.
He has seen me playing ball;
He will coach me through it all.
I'll play ball for Mr. Hall;
He is great and very tall!
(by *Barbara Paape*)

Popcorn

Stop! Stop! That pot is hot!
Grab a lid. Put it on top!
There is a lot of pop-pop-pop
hopping popcorn in that pot!
(by *Lill Pluta*)

The Monster Store

Come explore the monster store!
We've got horns and so much more!
Formulas to make you hairy!
Orange portions make you scary!
Prehistoric snorting cream!
Thorny beds to make you dream!
We've got forty kinds of slime!
Order more in lemon-lime!
Come explore the monster store!
We've got horns and so much more!
(by *Lorrie L. Birchall*)

C

Fawns, Horses and A Tortoise

Paul: Any more of these awful autumn storms, George, and we'll be short of corn. I ought to have bought some more in Northport.

George: This morning, just before dawn, I thought I saw signs of a thaw. I was sure –

Paul: Ssh! Behind that door there are four fawns that were born in the storm. They're all warm in the straw now.

George: Poor little fawns! Paul, what's that snorting next door?

Paul: Those are the horses' stalls. They're snorting at my daughter's tortoise. It always crawls around in the straw.

George: If Claud saw us walking across his lawn... He's an awful bore about his lawn. Oh, Lord, we're caught! There *is* Claud! Now we're for it!

Unit 15

Vowel [O].

A

Practise reading the following sentences and tongue-twisters.

1. Awful old Ollie oils oily autos.

2. What type of noise annoys an oyster? A noisy noise annoys an oyster.

Tip: When practising this tongue-twister mind the sound [z] at the end of the words.

3. Roy and the boys toiled and made noise as they hoisted and joined the joists. They didn't loiter, and they weren't coy.

B

My Worm is Not a Noisy Pet

My worm is not a noisy pet

When curling in a coil;

It mostly likes to toil inside

The moisture of the soil.

(by *Lorrie L. Birchall*)

The Potato Club

Potatoes grow in soil.

We love them – that's the point.

We'll cook some just for you.

Would you like to join?

Bake them: Wrap in foil.

Mash them: Boil and boil.

French fries: Fry in oil.

C

James Doyle and The Boilermakers' Strike

Old Gentleman: I say! Boy! What's all that frightful noise?

Boy: It's the boilermakers from Tyneside. They're on strike. I'm on my way to join them.

Old Gentleman: You a boilermaker?

Boy: Me? No, I slave for United Alloys. But I'll add my voice to anyone fighting for his rights.

Old Gentleman: Wait! Why are they striking this time?

Boy: A rise in wages mainly – and overtime for nights.

Old Gentleman: Why don't they use their brains? A rise in pay means rising prices and greater inflation. What's the point? Who gains?

Boy: That's blackmail, mate. There's high unemployment in Tyneside and the employers exploit the situation. They pay a highly trained boilermaker starvation wages. It's a disgrace.

Old Gentleman: What's your name?

Boy: James Doyle. I come from a line of fighters. My Aunt Jane chained herself to the railings in 1908. She was quite famous.

Old Gentleman: I shall be highly annoyed if you tie yourself to mine!

Unit 16

Vowel [ɛ:].

A

Practise reading the following sentences and tongue-twisters.

1. Bertha preferred to turn to the Colonel whenever it was her turn to rehearse.

2. Bert and Jemima had a perfectly murderous journey from Hurlingham to Surbiton on Thursday.

3. Turn down the first turning after the church – or the third, if you prefer.

4. We've searched for work all over the world, cursing the ever-worsening conditions for labourers...

B

There Was a Little Girl

There was a little girl,
Who had a little curl,
Right in the middle of her forehead.
And when she was good,
She was very, very good,
But when she was bad, she was horrid!
(by H.W. Longfellow)

The New Big Word

Teacher, teacher, have you heard?
I just learned a new big word.
It rhymes with "herd",
And it rhymes with "bird".
But it's spelled differently.
It's "absurd".
Heard, word, herd, bird –
All spelled differently, that's absurd!
(by Adele Tolley Wilson)

C

How's My Pert Little Turtledove?

1st Bird: How's my pert little turtledove this early, pearly, murmuring morn?

2nd Bird: I think I'm worse. I can't turn on my perch. And I'm permanently thirsty – burning, burning. It's murder.

1st Bird: My poor, hurt bird. The world's astir. I've heard that even the worms are turning. A worm! You yearn for a worm!

2nd Bird: I'm *allergic* to worms. Ugh! Dirty, squirming worms!

1st Bird: I'll search under the fir trees and the birches, I'll circle the earth – and I'll return with a superb *firm* earthworm for my perfect turtledove.

2nd Bird: What an absurd bird! You're very chirpy, Sir. I wish I were. All this fervid verse. I find it disturbing so early. I prefer a less wordy bird.

1st Bird: No further word, then. I'm a bird with a purpose. Er – I'd better fly; it's the early bird that catches the worm – or so I've heard!

Unit 17

Vowel [qʋ].

A

Practise reading the following sentences and tongue-twisters.

1. If a big old toad jumps on the boat as we row across the moat, the boat won't float. So don't row close to the big old toads as you row across the moat, and the boat will float.

2. Won't you row the old boat over the ocean from Dover to Stow-in-the-Wold if I load it with gold? – No, no, I won't row the old boat over the ocean from Dover to Stow-in-the-Wold if you load it with gold.

3. Won't you show Joan where you're going to grow a whole row of roses when you've sold her those potatoes and tomatoes? – No, no, I won't...

B

A gentleman goat
Fell in love with a toad,
Whom he happened to meet
By the side of the road.
He adored her low croak,
She adored his fur coat,
And so they got married –
The toad and the goat.

Mole

The mole went down a little hole
And didn't make a sound,

She chose to be there all alone,
At home under the ground.
(by Lorrie L.Birchall)

Funny joke

My baby brother poked a hole
Into his eggy yoke,
The yoke exploded on his face –
It was a funny joke.
(by Lorrie L.Birchall)

C

No Wonder The Boat Was Low!

Miss Jones: So the boatman put the goat and the roses and the load of coal into the boat –

Toby: I hope the goat won't eat the roses. Goats eat most things, you know, Miss Jones.

Miss Jones: They told the boatman so. But oh no, the goat and the roses both had to go in the boat.

Toby: Was it a rowing boat, Miss Jones? Was the boatman going to row?

Miss Jones: No, they told the boatman rowing would be too slow. So the postman sold him an old motor mower and he roped it to the boat. And *so*, you see, Toby, he had a motor boat.

Toby: Did the boat go?

Miss Jones: It was a bit low, with the goat and the coal and the roses and the boatman –

Toby: *And* the postman and Rover, I suppose –

Miss Jones: Oh no, there was no room for the postman and Rover. They went home by road. And then it began to snow...

2. Chime The Rhyme

Preliminary notes

In Part 2 the units offer an opportunity to improve one's pronunciation skills, presenting firstly short poems (limericks and nursery rhymes) and then – following the increasing level of proficiency – longer pieces of verse. The main aim of Part 2 is to enable students get enough practice in pronunciation, yet moving away from simple sound-drills (see Part 1) in favour of more challenging samples of speech.

The material provided can be used both in the classroom and as a guide for self-study. One may choose to pick out particular poems from each Unit or work straight through the whole chapter, yet it is advisable not to violate the sequence of units in order to enhance the learning experience.

Unit 1. Warming Up, or Literally Lovely Limericks

1. There once was a young lady named Bright
Whose speed was much faster than light
She set out one day
In a relative way
And returned on the previous night.

2. There was a Young Lady whose chin
Resembled the point of a pin:
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

3. There was an old man with a beard
Who said, "it's just how I feared!
Two owls and a hen
Four larks and a wren
Have all built their nests in my beard".

4. There once was a man from Harare,
Who bought a brand new Ferrari.
Now the buck and the gnu
And the elephant too
Hide away when he goes on safari.

5. There was a clever old miser who tries
Every method to e-co-no-mize.
He said with a wink
"I save gallons of ink
By simply not dotting my i's!"

6. There was an Old Person of Fife,
Who was greatly disgusted with life;
They sang him a ballad,
And fed him a salad,
Which cured that Old Person of Fife.

7. There was an Old Man in a boat,
Who said, 'I'm afloat, I'm afloat!'
When they said, 'No! you ain't!'
He was ready to faint,
That unhappy Old Man in a boat.

8. There was an Old Man in a tree,
Who was horribly bored by a Bee;
When they said, 'Does it buzz?'
He replied, 'Yes, it does!'
'It's a regular brute of a Bee!'

9. There was an Old Man of Quebec,
A beetle ran over his neck;
But he cried, 'With a needle,
I'll slay you, O beetle!'
That angry Old Man of Quebec.

10. There was an Old Man who supposed,
That the street door was partially closed;

But some very large rats,
Ate his coats and his hats,
While that futile old gentleman dozed.

11. There was an Old Man with a flute,
A serpent ran into his boot;
But he played day and night,
Till the serpent took flight,
And avoided that man with a flute.

Unit 2. Knowing your stuff, or Welcome to Nanny's Nursery

1. Little Bo-Peep has lost her sheep
And doesn't know where to find them.
Leave them alone, and they'll come home
Wagging their tails behind them.

2. The Centipede's Dilemma
A centipede was happy quite,
Until a frog in fun
Said, "Pray, which leg comes after which?"
This raised her mind to such a pitch,
She lay distracted in the ditch
Considering how to run.

3. Little Polly Flinders
Sat among the cinders
Warming her pretty little toes.
Her mother came and caught her
And whipped her little daughter
For spoiling her nice new clothes.

4. Jack Sprat could eat no fat,
His wife could eat no lean;
And so between them both, you see,
They licked the platter clean.

5. There was a crooked man,
and he walked a crooked mile.
He found a crooked sixpence
upon a crooked stile.
He bought a crooked cat,
which caught a crooked mouse,
And they all lived together
in a little crooked house.

6. The grand old Duke of York,
He had ten thousand men;
He marched them up to the top of the hill,
And he marched them down again.
And when they were up, they were up,
And when they were down, they were down,
And when they were only half-way up,
They were neither up nor down.

Unit 3. Getting Down to Work, or Food, Flirt and other Follies

1. Robin the Bobbin, the big-bellied Ben,
He ate more meat than fourscore men;
He ate a cow, he ate a calf,
He ate a butcher and a half;
He ate a church, he ate a steeple,
He ate the priest and all the people!
A cow and a calf,
An ox and a half,
A church and a steeple,
And all the good people,
And yet he complained that his stomach wasn't full.

2. Betty Botter had some butter,
"But," she said, "this butter's bitter.
If I bake this bitter butter,

It would make my batter bitter.
But a bit of better butter,
That would make my batter better."
So she bought a bit of butter –
Better than her bitter butter –
And she baked it in her batter;
And the batter was not bitter.
So 'twas better Betty Botter
Bought a bit of better butter.

3. Betty Botter bought a beaver.
But the beastly beaver bit her.
So she bought a biting badger.
And the badger bit the beaver.
Since the badger bit the beaver,
now the beaver will not bite her.
So 'twas better Betty Botter
bought a beaver-biting badger.

4. A tree-toad loved a she-toad
Who lived up in a tree.
He was a two-toed tree-toad,
But a three-toed toad was she.
The two-toed tree-toad tried to win
The three-toed she-toad's heart,
For the two-toed tree-toad loved the ground
That the three-toed tree-toad trod.
But the two-toed tree-toad tried in vain;
He couldn't please her whim.
From her tree-toad bower,
With her three-toed power,
The she-toad vetoed him.

5. Sing a song of sixpence,
A pocket full of rye.
Four and twenty blackbirds,
Baked in a pie.
When the pie was opened,

The birds began to sing;
Wasn't that a dainty dish,
To set before the king?
The king was in his counting house,
Counting out his money;
The queen was in the parlour,
Eating bread and honey.
The maid was in the garden,
Hanging out the clothes,
When down came a blackbird
And pecked off her nose.

Unit 4. Mastering The Skill, or Suddenly Sounding Serious

Time Is Too Slow

Time is too slow for those who wait,
too swift for those who fear,
too long for those who grieve,
too short for those who rejoice,
but for those who love,
time is eternity.

(Henry van Dyke)

Good Night

Good-night? ah! no; the hour is ill
Which severs those it should unite;
Let us remain together still,
Then it will be good night.

How can I call the lone night good,
Though thy sweet wishes wing its flight?
Be it not said, thought, understood –
Then it will be – good night.

To hearts which near each other move
From evening close to morning light,

The night is good; because, my love,
They never say good-night.
(*Percy Bysshe Shelley*)

How The Whale Got His Throat (extracts)

... In the sea, once upon a time, O my Best Beloved, there was a Whale, and he ate fishes. He ate the starfish and the garfish, and the crab and the dab, and the plaice and the dace, and the skate and his mate, and the mackereel and the pickereel, and the really truly twirly-whirly eel. All the fishes he could find in all the sea he ate with his mouth—so!

... But as soon as the Mariner, who was a man of infinite-resource-and-sagacity, found himself truly inside the Whale's warm, dark, inside cup-boards, he stumped and he jumped and he thumped and he bumped, and he pranced and he danced, and he banged and he clanged, and he hit and he bit, and he leaped and he creeped, and he prowled and he howled, and he hopped and he dropped, and he cried and he sighed, and he crawled and he bawled, and he stepped and he lepped, and he danced hornpipes where he shouldn't, and the Whale felt most unhappy indeed.

(*Rudyard Kipling*)

I've never sailed the Amazon

I've never sailed the Amazon,
I've never reached Brazil;
But the Don and Magdalena,
They can go there when they will!

Yes, weekly from Southampton,
Great steamers, white and gold,
Go rolling down to Rio
(Roll down—roll down to Rio!)
And I'd like to roll to Rio
Some day before I'm old!

I've never seen a Jaguar,
Nor yet an Armadill
O dilloing in his armour,
And I s'pose I never will,

Unless I go to Rio
These wonders to behold
Roll down—roll down to Rio
Roll really down to Rio!
Oh, I'd love to roll to Rio
Some day before I'm old!
(by Rudyard Kipling)

Unit 5. Mission Impossible, or So Now You Think You Can Read?

Our Strange Linguo

When the English tongue we speak
Why is break not rhymed with weak?
Won't you tell me why it's true
We say sew, but also few?
And the maker of a verse
Cannot rhyme his horse with worse?
Beard is not the same as heard,
Cord is different from word,
Cow is cow, low is low,
Shoe is never rhymed with foe.
Think of hose and dose and lose,
And think of goose and yet of choose,
Think of comb and tomb and bomb,
Doll and roll and home and some.
And since pay is rhymed with say,
Why not paid with said I pray?
Think of blood and food and good;
Mould is not pronounced like could.
Why is done, but gone and lone -
Is there any reason known?
To sum it up, it seems to me
That sounds and letters don't agree.
(by Lord Cromer)

A Dreadful Language

I take it you already know
Of tough and bough and cough and dough
Others may stumble, but not you,
On hiccough, thorough, tough and through;
Well done! And how you wish perhaps
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it's said like bed, not bead
For goodness sake don't call it "deed".
Watch out for meat and great and threat
(They rhyme with suite and straight and debt)

A moth is not a moth in mother,
Nor both in bother, broth in brother.
And here is not a match for there
Nor dear and fear for bear and pear.
And then there's dose and rose and lose
Just look them up and goose and choose,

And cork and work and word and sword,
And do and go and thwart and cart.
Come, come I've hardly made a start.
A dreadful language? Man alive
I mastered it when I was five.

English Pronunciation

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.
Just compare heart, beard, and heard,

Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Melpomene, mankind.

Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.
And your pronunciation's OK
When you correctly say croquet,
Rounded, wounded, grieve and sieve,
Friend and fiend, alive and live.

Ivy, privy, famous; clamour
And enamour rhyme with hammer.
River, rival, tomb, bomb, comb,
Doll and roll and some and home.
Stranger does not rhyme with anger,
Neither does devour with clangour.

Souls but foul, haunt but aunt,
Font, front, wont, want, grand, and grant,
Shoes, goes, does. Now first say finger,
And then singer, ginger, linger,
Real, zeal, mauve, gauze, gouge and gauge,
Marriage, foliage, mirage, and age.

Query does not rhyme with very,
Nor does fury sound like bury.
Dost, lost, post and doth, cloth, loth.
Job, nob, bosom, transom, oath.
Though the differences seem little,
We say actual but victual.
Refer does not rhyme with deafer.
Foeffer does, and zephyr, heifer.
Mint, pint, senate and sedate;
Dull, bull, and George ate late.
Scenic, Arabic, Pacific,
Science, conscience, scientific.

Liberty, library, heave and heaven,
Rachel, ache, moustache, eleven.
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the differences, moreover,
Between mover, cover, clover;
Leeches, breeches, wise, precise,
Chalice, but police and lice;
Camel, constable, unstable,
Principle, disciple, label.

Petal, panel, and canal,
Wait, surprise, plait, promise, pal.
Worm and storm, chaise, chaos, chair,
Senator, spectator, mayor.
Tour, but our and succour, four.
Gas, alas, and Arkansas.
Sea, idea, Korea, area,

Psalm, Maria, but malaria.
Youth, south, southern, cleanse and clean.
Doctrine, turpentine, marine.

Compare alien with Italian,
Dandelion and battalion.
Sally with ally, yea, ye,
Eye, I, ay, aye, whey, and key.
Say aver, but ever, fever,
Neither, leisure, skein, deceiver.
Heron, granary, canary.
Crevice and device and aerie.

Face, but preface, not efface.
Phlegm, phlegmatic, ass, glass, bass.
Large, but target, gin, give, verging,
Ought, out, joust and scour, scourging.
Ear, but earn and wear and tear
Do not rhyme with here but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew Stephen,
Monkey, donkey, Turk and jerk,
Ask, grasp, wasp, and cork and work.

Pronunciation – think of Psyche!
Is a paling stout and spikey?
Won't it make you lose your wits,
Writing groats and saying grits?
It's a dark abyss or tunnel:
Strewn with stones, stowed, solace, gunwale,
Islington and Isle of Wight,
Housewife, verdict and indict.

Finally, which rhymes with enough –
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is to give up!!!

(by G. Nolst Trenité)

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