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**ВПРАВИ ДЛЯ САМОСТІЙНОЇ РОБОТИ  
З ПРАКТИКИ ОСНОВНОЇ МОВИ  
(ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ)**

*ДЛЯ СТУДЕНТІВ I КУРСУ СПЕЦІАЛЬНИХ ФАКУЛЬТЕТІВ*

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## I. Sound pronunciation

### Exercise 1

a) Each line contains either verbs or adjectives ending in <-ed>, or verbs or nouns ending in <-s>. Decide which is the odd one out in terms of the way that the ending is pronounced. Then check your answer with the recording.

**Example:** seas          picks          pays    digs

1.    picked      stopped      robbed      taped
2.    wanted      shaped      estimated    congratulated
3.    shops        digs         robs        codes
4.    judges       horses       names       wishes
5.    trapped      faked       hoped       faded
6.    wicked      picked      tricked      licked

b) In each line, identify the word that has a different vowel sound.

1.    sun          son          done        on
2.    make        leak        break        steak
3.    cap         packed      patted      waste
4.    grave       have        save        cape
5.    fool        wood        look        put
6.    queue      tool        group      loud
7.    give        strive      five        hive
8.    cute        must        muse        news

### Exercise 2

One word in each set has a different number of syllables from the others. Decide which it is, then check with the recording.

**Example:** lengths          if          table          on

1. destiny      chocolate    computer    afterwards
2. stopped      smashed     wanted      tried

- 3. Leicester    Lester    Stratford    Manchester
- 4. altogether    avocado    banana    Argentina
- 5. rhythm    chasm    through    thorough

**N.B!** The pronunciation of proper names – especially place names – has changed over the years. In many names the final syllable has become very weak, often containing the schwa vowel – for example, Oxford, Nottingham, Leicester, Stratford.

**Exercise 3**

Read the following names and decide, from their spelling, if the vowel is short or long. (If there is more than one vowel, focus on the vowel receiving most stress.)

**Example:**    Mick = short    Susan = long

- 1.    Mick            Susan            Dean            Sammy            Cathy
- 2.    Martha           Jane            Luke            Tammy            Rose
- 3.    Bert             Muriel           Patty            Pete             Ross
- 4.    Ted              David            Becky            Bud             Simon
- 5.    Beth             Mike            Mary            Tom             Jean
- 6.    Timmy           Joan            Bonnie           Sheila            Bill

Short vowel sound	Long vowel sound

**N.B!** The vowel sound is generally **short** if the written vowel is followed by

- a) a single consonant: *Bud, Tom, Ted*;
- b) two consonants: *Sammy, Beth, Ross*;

The vowel sound is generally **long** if the written vowel is followed by

- a) the letter <r>: *Martha, Bert*;
- b) a single consonant followed by a vowel: *Muriel, Pete, David, Simon*;
- c) if the vowel sound is represented by two written vowels: *Dean, Sheila*.



## II. Word-stress

### Excercise 5

Read the following two-syllable words and decide if the stress is on the first or last syllable.

**Example:** table o      elect o      cancel o

- |    |         |         |         |          |
|----|---------|---------|---------|----------|
| 1. | repeat  | edit    | teacher | surprise |
| 2. | manage  | bottle  | listen  | below    |
| 3. | above   | under   | royal   | postpone |
| 4. | allow   | collect | limit   | vanish   |
| 5. | picture | forgive | funny   | believe  |
| 6. | village | sweeten | prefer  | cover    |
| 7. | after   | lucky   | former  | local    |

**N.B!** Most two-syllable nouns have front stress (= stress on the first syllable  o), most two-syllable verbs, by contrast, have end stress (= stress on the last syllable o ) , except if the second syllable must be weak.

### Excercise 6

Place the following words (which can be either noun or verb) in the box below.

- |    |          |         |         |          |         |         |
|----|----------|---------|---------|----------|---------|---------|
| 1. | repeat   | subject | varnish | contrast | rebel   | rewrite |
| 2. | damage   | escape  | answer  | increase | present | credit  |
| 3. | debate   | object  | export  | regret   | suspect | fiddle  |
| 4. | treasure | reply   | replay  | produce  | account | pervert |

Always <input type="checkbox"/> o	Always o <input type="checkbox"/>	<input type="checkbox"/> o when it is a noun o <input type="checkbox"/> when it is a verb
<i>varnish</i>	<i>repeat</i>	<i>subject</i>

### Excercise 7

Decide if the underlined words are likely to be in their weak form or their strong form.

**Example:**

	<b>Weak</b>	<b>Strong</b>
Who did you give the money to?	_____	_____ <u>y</u>
<u>To</u> my sister.	_____ <u>y</u>	_____
1. I'd like a cup <u>of</u> coffee.	_____	_____
2. - My sister used to go out with Elvis. -Not <u>the</u> Elvis!	_____	_____
3. What's your dress made <u>of</u> ?	_____	_____
4. That's <u>her</u> ! Over there!	_____	_____
5. - <u>Do</u> you like jazz? -Yes, I <u>do</u> .	_____	_____
6. I'm going to study maths <u>and</u> physics, but I'm not sure <u>where</u> .	_____	_____
7. - Who's that letter from? - <u>From</u> my parents.	_____	_____
8. I really like rock <u>and</u> roll.	_____	_____
9. - Which did you order? Fish or meat? -I ordered fish <u>and</u> meat. I'm feeling hungry.	_____	_____

**N.B!** The strong form of pronunciation of a word is usually found:

- a) When it ends a sequence. *What is it made of?*
- b) When it gives new information or stands alone. *Who did you give it? Her!*
- c) When it contrasts with another word. *I gave it to her, not to him!*



### III. Phonemic script

#### Excercise 8

##### A

Write in normal script the names of these cities.

/lʌndən /

/beɪ'(d)ɪŋ /

/'pærɪs /

London

\_\_\_\_\_

\_\_\_\_\_

/rəʊm /

/'təʊkiəʊ /

/'mæntʃəstə /

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/li:mə /

/hel'sɪŋki /

/, nju: 'jɔ:k /

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/'ka:dɪf /

/bɜ:lɪn /

/bel'grɛd /

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/mə'drɪd /

/'braɪ(ə)n /

/wɔ:sɔ: /

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/'wɔʃɪŋtən /

/ba:θ /

/, los'ændʒəli:z /

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ki:təʊ /

/səʊl /

/'venɪs /

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

##### B

Here are some names of cities and countries. Write them all in phonemic script.

Prague

Lisbon

Dublin

/pra:g/

\_\_\_\_\_

\_\_\_\_\_

Brussels

Hungary

Moscow

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hamburg	Geneva	Japan
_____	_____	_____
Brazil	Thailand	Germany
_____	_____	_____
Wales	England	Scotland
_____	_____	_____
Bangkok	Italy	Korea
_____	_____	_____
China	Manila	Amsterdam
_____	_____	_____
Jakarta	Greece	Turkey
_____	_____	_____

#### IV. Word linking

##### Excercise 9

A major problem of understanding spoken English is knowing where one word ends and another begins. When a word ending with a vowel meets a word starting with a vowel, they are linked either with a <w> sound or a <y> sound. (For example, *so I* may sound like *so why*, and */ am* may sound like */ yam*.) Identify possible <w> and <y> links in the following sequences.

**Example:** Why are you always in the bathroom when I need it?

- Now I know you'd like a cup of tea.  
-No, I really fancy a coffee for a change.
- I'm not going to eat this!  
-Yes, you are! Have I ever made anything you didn't like?
- Half the oranges I bought are bad, and I had to throw away all the apples!
- Look, it's two o'clock now. Let's meet here at three o'clock.

5. My uncle Tom lives in Scotland, and my aunt Mary in Wales.  
They often meet up to go on holiday in Ireland together.
6. -Has she ever been to England?  
-No, I don't think she has. But she often goes to America.
7. That was so interesting. I didn't know any of the actors, though Did you?  
-I knew one or two of them.
8. Now I know you said you'd be a little late. But I've been waiting here two hours! More like two and a half, in fact!
9. I'd like to return this toy I bought from you last week.

**N.B!** A <w> link may follow a vowel where the lips become round, as in *though I, now I, too old, to eat*.  
A <y> link may follow a vowel where the lips spread, as in *see us, funny old, my own, they often, boy is*.

### Excercise 10

Word linking may involve a consonant at the end of one word moving to the start of the next word. Note all examples of possible links involving consonants in the following sequences.

**Example:** How long will it take us to get to the East End?  
I'd really like a bowl of Italian ice cream.

1. Several of the speakers are from Africa, and one or two from America.
2. Tom's not as tall as the rest of the family.
3. We'll be there at ten o'clock, if we're at all lucky.
4. My mother lives in the USA and my mother-in-law lives in England.
5. – Where's Ann?  
– I've just left her on her own.
6. Peter and Tom must be over in the canteen, I think.
7. – I'll be there in half an hour, if I can.  
– My brother and sister are over here for two and a half weeks.

8. – Where's Andrew?

–I've just seen him buying some oranges and apples in the market.

**N.B!**

-A consonant may move to the beginning of the next word, if this starts with a vowel sound. So *an aim* may sound like *a name*.

-The letter <r> at the end of a word corresponds (in most forms of British English) to an /r/ sound if it comes before a vowel. So *for ever* can sound like *for rever*.

-A consonant at the end of a word may move to the consonant at the start of the next word, if they go together (e.g. dr, st, cl). So *six trains* may sound like *sick strains*.

Remember, pronunciation does not always follow spelling. For example, one starts with a <w> sound, not a vowel.

**Excercise 11**

Read the following text and mark the places where you think linking may take place if it is read aloud.

**Example:** *Peter rolled for ages, squeezing the ooze between his fingers and toes. As it dried it made his hair shoot into tufts. But it wouldn't keep still either, so it cracked all over and as he washed it off it became more and more slippery. But afterwards, his skin felt tingling and marvellous.*

They lay in the warm air next to the lagoon where the water had sunk into the pits and marks made by previous creatures going to drink. The hum of insect wings filled the air. Peter felt happier than he had ever been. His mind filled with thoughts. He thought how nice it was the way Jahunda was so patient and encouraging – not like his own mother who always fussed and bothered. Scientists were always saying that dinosaurs had small brains, but they were wrong. Dinosaurs thought differently, that was all.

Jahunda's always aware of everything around, he said to himself. She senses things. She smells into the direction of the wind as if the smells were visible. [...] [She] can measure with her body; she can lift up a great

big leg delicately to scratch in an exact spot behind her head. She saves her massive energy for when she needs it and doesn't crash about all the time roaring like in the films. And dinosaur tails are always made to look so stiff inside museums, when really they can move quite well. Jahunda's tail goes on for a long way behind her, but because it's thick and strong at the base and slender at the tip, she can curve it up and flick large flies from her body so expertly that they sail through the air stone-dead.

As if to illustrate his thoughts, Jahunda diverted the line of white ants which was marching single-file across her body with the touch of her tail, then gave herself a rasping scratch with a toe where they had been.

(From *Saving the Dinosaurs* by Jane Waller, Piper/Pan Macmillan, 1994)

## V. Sound changings

### Exercise 12

**Example:** Let's face the facts. This company is going bust quickly.

1. My landlady bought a new handbag the other day.
2. The first girl earned twenty pounds.
3. The second boy waited for half an hour.
4. I don't know when they finished work yesterday.
5. I don't like fast food as a rule.
6. It was a perfect afternoon, perfectly marvellous.
7. Raise both your hands slowly into the air.
8. I watch TV most evenings; in fact I watched for five hours last

**N.B!** This disappearance of sounds is known as elision; the sounds are elided.

The two sounds /t/ and /d/ are frequently elided, especially when they are found between two other consonants. So:

- we will hear the /t/ in *fact*, but not in *facts*,
- we will hear the /d/ in *land*, but not in *landnady*.

This means even negative /t/, and the final /d/ or /t/ in past tenses and passives, may disappear:

- *I don'(t) know.*
- *I watched TV las(t) night*

### Excercise 13

In normal, fast speech some consonant sounds may change so that we can pass easily from one word to another.

**Example:** /n/ *ten boys* sounds like *tem boys*  
*ten girls* sounds like *teng girls*

Read the following sentences and try to spot the consonants which are likely to change when spoken fast.

1. Make sure everything's in place, in case they arrive early.
2. Instead of taking the bus, let's walk through Green Park and Hyde Park.
3. That's the third person I've seen wearing a red coat this morning.
4. Would you prefer eggs and bacon or sausages and mashed potatoes?
5. I spend half the year in Paris and the rest in Berlin.
6. The only thing I keep in my handbag is a purse and a handkerchief.

**N.B!** This type of change of sound is known as assimilation. In the examples we see how /n/ may change to /m/ (in front of /m/, /p/, /b/ and /w/) or to /ŋ/ in front of /k/ and /g/. But other consonants may also change. In the test you will hear that /d/ becomes /b/ or /g/ depending on the following sound.

### Excercise 14

In the following sentences, the words in **bold** show how certain words or phrases sound in ordinary, fast speech. Work out how they should really be written.

**Example:** A Hollywood studio wants to film my **scream-play!** =  
*screenplay*

1. Tonight there are likely to be some **miss patches** in the North.
2. The **pry minister** is due to visit Russia within the next few weeks.

3. Careful on that street. There's a lot of **bag guys** there.
4. The **neck strain** will be arriving at platform 2 in five minutes.
5. I **wooden chews** that one if I were you.
6. I'm not hungry. I'll just have a **letter salad**, I think.
7. I really ought to buy some new **close**.
8. He was blown up by a **lamb-mine**.
9. There were **sick students** waiting for the teacher.
10. You shouldn't stay under a **sum-bed** too long or you'll burn.
11. The prisoner was taken away wearing **hang-cuffs**.
12. Their goods were kept in **coal storage** for months.
13. No, I don't want a burger. I don't like **farce food**.
14. I'm not really a **cap person**. I much prefer dogs.
15. I think England last won the **Whirl Cup** over 30 years ago.
16. We'd better **face the fax**. They're not going to accept our offer.
17. We've got to go ahead. Now's not the time to get **coal feet**.
18. Hey, **mine the gap!** It's really wide on this platform.
19. Sorry, this is a private party. If you're not on the **guess list** you can't get in.
20. The defendant pleaded **knock guilty**.
21. Can you lend me **sick squid** till Friday?
22. There were **ache girls** and **ape boys** at the party.
23. Of course, these things only happen in **farce peach**.

### Excercise 15

Here are some words and phrases written in phonemic script. Transcribe then into ordinary script, then decide where they fit into the text below. The transcription includes examples of elision, assimilation and linking.

- |                    |                         |                    |
|--------------------|-------------------------|--------------------|
| a) /sɔ:t 'pɜ:sən / | g) /'wʌndəfəl pleɪs /   | m) /ðeɪv got t /   |
| b) /reɪn /         | h) /'eksələm 'ma:kɪts / | n) /'ma:vələs /    |
| c) /'stəʊni /      | i) /gəʊn ðə si: /       | o) /'ivəm 'betər / |
| d) /braʊn su:p /   | j) /'a:kɪktʃəz naɪs /   | p) /bri:z /        |
| e) /'mu:vɪŋ /      | k) /'kʌp, praɪs /       | q) /'hɒlədeɪz /    |
| f) /wemp bʌst /    | l) /fən 'tæstɪk(ə)li /  |                    |

Jack and I were going to Italy for our *holidays*, but the 1\_\_\_\_\_travel firm that was offering three weeks in the sun for £500 2\_\_\_\_\_. We went to Brighton instead. Now Brighton is a 3\_\_\_\_\_to have a seaside holiday, provided you don't want to 4\_\_\_\_\_or lie on the beach. The beach is 5\_\_\_\_\_, you see, and the sea is a cold, 6\_\_\_\_\_. But the restaurants in Brighton are 7\_\_\_\_\_good. Indian, Chinese, you name it, 8\_\_\_\_\_. There are theatres and cinemas and some really 9\_\_\_\_\_. Even the 10\_\_\_\_\_. You can have a 11\_\_\_\_\_holiday in Brighton. And it's 12\_\_\_\_\_if you're the 13\_\_\_\_\_who likes a constant stiff 14\_\_\_\_\_, fast-15\_\_\_\_\_clouds, and a good chance of 16\_\_\_\_\_.

### Excercise 16

It can be a shock the first time you hear how fast English is spoken by native speakers (especially among themselves). For example, the question *What did you say?* can become wɒf seɪ (which sounds like *watcher say?*).

#### A

Match the following common phrases with their equivalents in phonemic script.

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. <i>Do you won In cup of tea?</i> | a) /fænsijə baɪ twi:t/ |
| 2. <i>You must he joking!</i>       | b) /gotəni tʃeɪndʒ/    |
| 3. <i>Come off it!</i>              | c) /gotə gəu twɜ:k/    |
| 4. <i>Shut up!</i>                  | d) /dʒə wʌnə kʌpə ti:/ |
| 5. <i>I'm worn out.</i>             | e) /aɪ mɒf tə bed /    |
| 6. <i>Fancy a bite to eat?</i>      | f) /kʌ mɒfɪt /         |
| 7. <i>I'm off to bed.</i>           | g) /ʃʌ tʌp/            |
| 8. <i>Got any change?</i>           | h) /kənʒə lemijə kwɪd/ |
| 9. <i>Got to go to work.</i>        | i) /jəmʌs bi dʒəukɪŋ/  |
| 10. <i>Can you lend me a quid?</i>  | j) /aim w : naut /     |

#### B

Now work out the following questions and responses from their transcription.





**N.B!** Words which rhyme always have the same vowel sound in the main stressed syllable, e.g. *show* and *go*; *sea* and *tree* – here the words end with vowel sound. Words also rhyme if the rhyming vowel sound is followed by the same consonant sound, e.g. *long* and *wrong*; *rose* and *suppose* – or by a number of sounds: *fact* and *packed*; *ending* and *bending*.

**B**

Place these words in the grids according to how they rhyme.

act / aloft / atone / beast / break / caught / ceased / chew / confer / coughed / demur / doffed / fir / flu / fort / fought / fur / gist / hissed / insist / jerk / kissed / least / list / loan / loft / lone / mown / opaque / perk / pieced / purr / quake / retract / sacked / sewn / shirk / smirk / shake / snort / steak / taught / threw / through / too / tracked / Turk / waft / whacked / yeast

/əʊn/	/u:/	/ɜ:/	/ɔ:t/	/i:st/
phone	who	sir	court	east

/ɜ:k/	/eɪk/	/ɪst/	/ækt/	/oft/
work	make	mist	pact	soft

## C

Place these words in the grids according to how they rhyme.

Alarm/ backs / balm / bird / boom / calm / charm / charred / conveyed / course / curd / displayed / fax / firm / flawed / force / gloom / gorse / groom / hard / heard / herd / hoarse / horde / lard / loon / maid / noon / parade / pawed / perm / poured / prune / psalm / relax / sacks / sauce / shacks / snored / sparred / spurred / squirm / starred / strewn / term / tomb / tune / weighed / womb / worm

/ɜ:d/	/ɔ:d/	/a:m/	/a:d/	/eɪd/
word	board	farm	card	shade

/æks/	/ɜ:m/	/u:n/	/u:m/	/ɔ:s/
axe	germ	June	loom	Morse

### Excercise 18

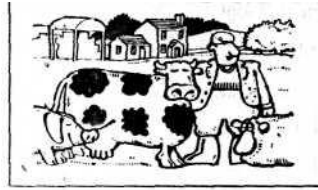
Each line contains three words that rhyme and one word that doesn't.  
Choose the odd one out.

**Example:** steel    peal    stale    peel

1. Bert      Curt      shirt      Bart
2. coot      loot      soot      shoot
3. relate    fete      weight    height
4. spook    took      look      rook
5. food      mood    brewed    good
6. sewed    glued    chewed    nude
7. jerk      clerk    work      shirk
8. pact      backed    baked      fact
9. scene    sign      mean      convene
10. laze      phase    days      size
11. peak      steak    leak      cheek
12. soot      cut      put      foot
13. height    tight    weight    might
14. stalk    work      fork      cork
15. quite    night    lied      light
16. clear    bear      hare      fair
17. barred    bared    hard      yard
18. duke      spook    look      Luke
19. taught    court    snort    coughed
20. prised    missed    fist      kissed

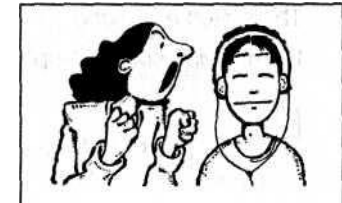
### Excercise 19

Here are some very short, two-line poems, but the rhyming words are missing. Try to guess the missing words which complete each poem. If you can't think of any, choose them from the list. (The list contains some words which rhyme, but which do not make sense in the poems.)



It's always \_\_\_\_\_

Down on the \_\_\_\_\_



You haven't \_\_\_\_\_

A single \_\_\_\_\_



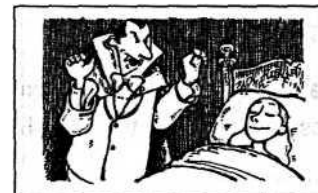
I think you \_\_\_\_\_

To leave the \_\_\_\_\_



She's learned to \_\_\_\_\_

In just a \_\_\_\_\_



I like a \_\_\_\_\_

Last thing at \_\_\_\_\_

bike/ bird / bite / bought / byte / calm / caught / charm / court / farm / feel / fight / harm / heard / herd / leak / leek / light / like / listened / meal / might / night / ought / right / should / sight / speak / spoken / talk / taught / token / walk / weak / week / wood / word / work

## VII. Word stress

### Excercise 20

A single word may have the same stress pattern as a phrase or group of words.

**Example:**    introduce      rock and roll

amplification    go to the station

Match the stress pattern of the numbered words with that of the phrases below. Write the matching number above each phrase.

- |                 |                      |
|-----------------|----------------------|
| 1. after        | 8. modification      |
| 2. supply       | 9. disability        |
| 3. afterwards   | 10. pronunciation    |
| 4. introduce    | 11. conf usability   |
| 5. departure    | 12. parapsychology   |
| 6. introduction | 13. legitimization   |
| 7. biologist    | 14. inconceivability |

on the table / a bird / an editor / half a pound /

sometimes I dream of it / above it / try to prevent it /

look around you / I hope they'll be coming / try some /

a lot of them / Jane's the type to manage it / help me /

far from the exit / all of them / the earth / buy an envelope /

the plane for London / under it / a bag of artichokes /

fish and chips / after the accident / a picture / the last of the apples /

the road to Manchester / a load of nonsense /

down the road to Manchester / come on Saturday

## VIII. Parenthesis

### Excercise 21

A *parenthesis* is a phrase that can be removed from the middle of a sentence without changing the main idea, and leaving the sentence still grammatical.

**Example:** Marilyn Monroe, **the great Hollywood star**, died in 1962. Marilyn Monroe died in 1962.

*The following sentences contain parentheses but they have no punctuation. First, read them silently, to find the parentheses. Then read them aloud. Careful! - some sentences contain more than one parenthesis.*

1. Nick Hornby's first novel *High Fidelity* was made into a successful film.
2. Westminster Abbey just opposite the Houses of Parliament is as you probably know where every Coronation takes place.
3. The Beatles John Lennon Paul McCartney George Harrison andRingo Starr all came from Liverpool.
4. Jane Austen 1775-1817 was the author of a number of well-loved English novels.
5. Manchester United founded in 1902 is the most successful of all British football clubs.
6. The US presidential election unfortunately was so close that it took several weeks before the winner was announced.
7. Leeds almost halfway between London and Edinburgh is a good place to break your journey north.
8. The Sydney Olympic Games it was generally felt were a great success.
9. Queen Elizabeth the elder daughter of King George VI married Philip in 1947.
10. Queen Elizabeth the elder daughter of King George VI married Philip son of Prince Andrew of Greece and created Duke of Edinburgh in 1947.

**N.B!**

The /h/ sound in unstressed words such as *his* and *ner* may disappear, allowinn vowel linking. But ignore this for the test.

## IX. Double words

### Exercise 22

In English we love 'double' words or phrases such as:

- flip-flop* (where just the vowel is changed)  
*head over heels* (where the two main words start with the same sound)  
*pay day* (where both parts rhyme)



*It's pay day!*

**A**

See if you can make words or phrases by linking an item from side A with another from side.

<b>A</b>	<b>B</b>
back / band / chit- /	bit / block / burly / by /
chock-a- / ding / doom and /	chat / day / dong / flight /
fight or / fly- / hale and /	gloom / gurdy / ha /
helter- / hey / higgledy- /	hearty / hop / knock /
hip / hoi / hoo- / hurdy /	lump it / mash / mell /
hurly- / knick- / like it or /	nic / nilly / pack / pamby /
mish / namby- / pell- / pic /	patter / piggedly / polloi /
ping / pitter- / riff- / see /	pong / raff / saw / shape /
ship / teeny / tick / tip /	skelter / stand / tock /
tit / willy- /	top / weeny /



## B

Now decide which of the double expressions fit in the sentences below.

- a) Their living room is really crowded. Every surface is \_\_\_\_\_ with \_\_\_\_\_ s.
- b) Most of the meeting was wasted in \_\_\_\_\_. No progress was made at all.
- c) In cheap supermarkets the goods are often laid out all \_\_\_\_\_.
- d) They have no choice. They'll have to accept it \_\_\_\_\_.
- e) During her \_\_\_\_\_ she toured Europe and the USA every year.
- f) The financial markets are very nervous. It's all \_\_\_\_\_ at the moment.
- g) My father-in-law, at ninety, is looking really \_\_\_\_\_.

## X. Homophones, spoonerisms

### Excercise 23

Homophones are words (or combinations of words) which sound the same, but are spelled differently and have different meanings: e.g. meet and *meat*, *seen* and *scene*. Find the pairs of homophones hidden in the list. (Some of these words do not form pairs of homophones!)

## A

side / balls / bear / bowled / cue / ducked / fort / work / grate / hair / hare / bales / week / dally / bald / hold / fought / weekly / stoke / walk / missed / air / pure / packed / pear / pore / where / pour / duct / bore / seam / quiet / sought / please / shake / wade / sheikh / pleas / weakly / bold / past / 7 sighed / piece / mist / wear / seem / sight / slay / wake / win / steak / stalk / stroke / stork / daily / stake / weak / bare / holed / wine / pact / bawls / passed / wane / queue / great / heir / pair / whine / grant / sleigh / same / weighed / site / place / peace

## B

There are some examples of **one** word sounding like a **combination** of words (e.g. *heed* and *he'd*). Sometimes **three** words (or combination of words) sound exactly the same, e.g. *I'll*, *isle*, *aisle*. (Some of these words do not form pairs of homophones!)

Isle / bard / beer / bored / caught / night / pale / cawed / chord / sly / died / dyer / cored / dough / flawed / toed / pear / meal / floored / teas / knew / heard / soar / heal / lacks / lax / male / steer / we'll / maize / might / slay / dead / stair / mile / breaks / knight / towed / dire / knit / weight / herd / seam / aisle / he'll / nit / tees / new / pail / bier / board / barred / pare / doe / pair / rain / court / bared / dyed / heel / reign / saw / mail / sore / I'll / seem / maze / sleigh / stare / tease / toad / wait / wheel

## C

In the following conversation a large number of words have been replaced by homophones. Spot where they have been used and decide how the words should be written. (Some of the homophones show that this is fast, informal speech.)

- Lousy whether we've been having recently. (= Lousy **weather**...)
- We haven't been having much son, that's for shore. I got court in the reign this mourning and got wet threw.
- Me two. And how about that cold missed first thing? I went out bear-headed to get sum fire-would and haven't bean warm since. And my hands got quite saw as well. Really roar, they feel.
- I no watcher mean. I always get aches and panes in the winter. Anyway, weir off to get some son necks tweak. Weave booked a few daze in Singerpoor.
- Yes, I herd you had. Lucky yew! Still, I shouldn't mown. We flue to, Florida last cheer, witch was really nice, and it's only fore weeks till we visit my sun and daughter-in-lore in Roam. Haven't scene them for rages. We only maid the booking yesterday, threw the internet. Mary's already pact; she can't weight.

- Well, tell her she won't knead her fir coat any weigh.
- Rite. Oh Kay. Aisle sea you later.
- Buy. See ewe a round.

### Excercise 24

A spoonerism is one sort of mistake in pronunciation, where the consonant sounds at the start of two words (or a group of words) are swapped.

**Examples:** you have **tasted** a whole **worm**. (= you have **wasted** a whole **term**.)

a **blushing** **crow** (= a **crushing** **blow**.)

*The following text is full of spoonerisms (shown in bold.) See if you can work out how the words should be written.*

Sunday morning...

We live in an old **bread rick** house in Sussex. The **heather's** been really **what** the last month or so. In fact we've never known such **hummer seat**. Most mornings there is a **might list** at first, but that clears away quickly, leaving a fine **dunny say**. But some mornings have started with a **fence dog**.

Anyway, when I **mow cup** this **warning** I was expecting another lovely **dot hummer say**. But when I looked outside I saw that it was **roaring** with **pain**, and it felt so cold that I decided to **fight a liar**. Then I spent a happy twenty minutes in the bath **beading a rook**. My **life win** prefers to **shake a tower**, but I always like to **toke** in a hot **sub**.

After breakfast I **chord** myself in a final **pup** of coffe, then settled back to **mead** yesterday's **rail**, which I'd been too busy to deal with. There was a **stole hack** of **monk jail**, as usual, but I was pleased to **pet a ghost-card** from my **dumb** and **mad**, who were spending a few **rays** in **Dome**.

It was **rhyme** to get **teddy** for church, so I put on my best **toot** and **sign** with black **Susan shocks** while Lyn decided to wear the **silly** pink **fruit** she'd bought at the Harrods' sale.

Unfortunately, when I tried to **cart** the **star** I found that I had a **bat** **flattery**. Luckily, my next **poor** neighbour **Denny** helped me out, and we were soon on the road.

**N.B!** Remember that Spoonerisms affect sounds.

**Spoonerisms are named after the Reverend William Spooner (1844-1930), a Cambridge academic who often used to make this kind of mistake. The first example in this exercise is something he once said.**

### XI. Sound maze

#### Excercise 25

Hidden in the maze are a lot of English first names, including shortened forms (*Nick* is short for *Nicholas*). They may be horizontal, vertical or diagonal.

**Examples:** d æk = Jack    n i k = Nick

w	ɪ	dʒ	æ	k	f	æ	n	i	n
m	eɪ	æ	n	t	ə	n	i	ɪ	æ
n	.i:	n	ə	r	l	s	k	e	n
ɔ:	ɒ	ɪ	aɪ	r	ɪ	tʃ	ə	d	dʒ
m	ʌ	s	ɑ:	u:	s	æ	l	i	ə
ə	p	tʃ	əʊ	θ	ə	n	ə	əʊ	l
n	ɔ:	m	ə	f	t	e	s	ə	ə
p	l	t	ɒ	m	i	d	e	t	d
t	i:	n	ə	æ	ɪ	dʒ	eɪ	k	ɪ
v	ə	r	ɒ	n	ɪ	k	ə	v	ɒ

## XII. Sound crossword

### Excercise 26

**This is like a standard crossword but all the words must written in phonemic script**

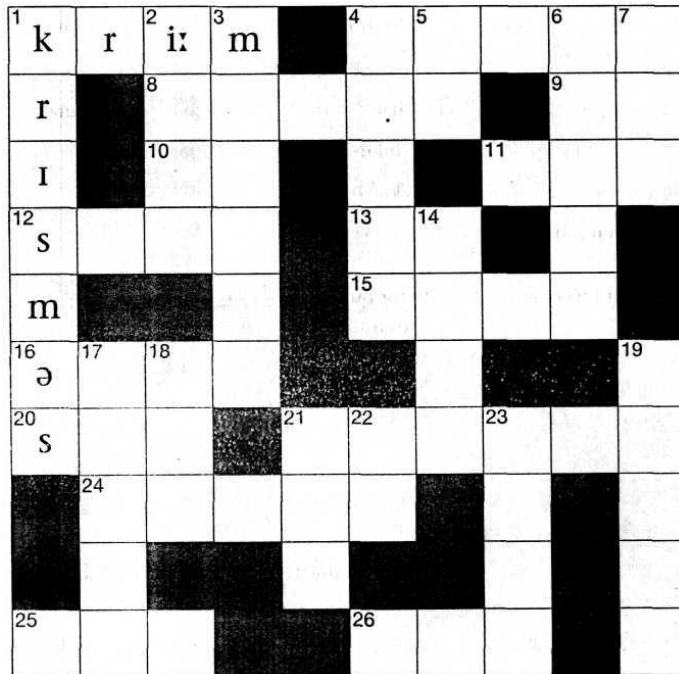
#### Across

1. Good in coffee.
4. You find them in classrooms and offices.
8. The game played at Wimbledon.
9. We looked for it high and \_\_\_\_\_.
10. Pronoun.
11. It sounds as if it could be below your ankle; or what a doctor can do.
12. Someone who makes music with his or her voice.
13. *I am*: shorter than usual.
15. Comparatively neat.
16. Her mother \_\_\_\_\_ her to stay up late.
20. What you do in a chair.
21. Another word for trade and commerce.
24. Sounds like sport, if you say it fast.
25. \_\_\_\_\_ is \_\_\_\_\_ and west is west.
26. Opposite of quiet.

#### Down

1. Winter festival.
2. \_\_\_\_\_ and drinking.
3. Copper, bronze and iron, for example.

4. Holy.
5. The sound of the letter before T.
6. Not at all dirty, comparatively.
7. It could be under your foot; or it could survive after you are dead.
14. Breakfast, lunch, and dinner are all\_\_\_\_\_ .
17. People make these before they go shopping.
18. Opposite of inner.
19. By midnight I am usually \_\_\_\_\_.
21. Buy in the past.
22. Same as 10 across.
23. He took a hammer and\_\_\_\_\_down the lid.



Навчальне видання

**ВПРАВИ ДЛЯ САМОСТІЙНОЇ РОБОТИ  
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(ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ)**

*ДЛЯ СТУДЕНТІВ І КУРСУ СПЕЦІАЛЬНИХ ФАКУЛЬТЕТІВ*

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