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ПРАКТИКУМ ПО ФОНЕТИКЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ  
СТУДЕНТОВ, ОБУЧАЮЩИХСЯ ПО СПЕЦИАЛЬНОСТИ  
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## Foreword

Целью данного пособия является выработка навыков произношения и техники чтения на английском языке у студентов, обучающихся по специальности «Лингвистика». Пособие может быть использовано как вводный курс на начальном этапе или как коррективный курс на других этапах обучения.

Настоящее пособие состоит из трех частей. В первой части излагается звуковая система английского языка и приводится современная система нотации. Во второй части приведены правила чтения английских звуков в виде таблиц и правила расстановки ударения в словах. Третья часть знакомит студентов с английским ритмом и правилами интонационного оформления английских текстов. Каждая часть включает упражнения, позволяющие развивать слуховые и произносительные навыки, а также навыки чтения. Приведенные тексты могут быть использованы для самостоятельной работы.

При использовании в аудитории количество времени для работы на каждом занятии определяется преподавателем в зависимости от уровня подготовки группы (как правило, 10-15 мин.). Оно может быть также использовано для занятий на факультативах и языковых курсах.

Практикум подготовлен с использованием ранее опубликованных материалов, приведенных в библиографии.

## PART 1. THE SOUNDS OF ENGLISH. PHONEMIC SCRIPT

The accent this book is based on is Received Pronunciation (RP) which originally appeared as "accepted in the best society" and was taught at public schools. Nowadays it is widely spoken on radio, television, by educated people, and is taught at universities, colleges and schools. It is a genuinely regionless (neural) accent within Britain, i.e. if speakers have it, you cannot tell which area of Britain they come from, which is not typical of any other type of British accents.

There are two major classes of sounds: consonants and vowels. *Vowels* are "vocalic sounds" which means that they are produced with the voice. The mouth acts as a cavity to resonate the sound, while the lips and the tongue are involved in modifying the final production. The vowels are divided into two main categories: single vowel sounds or monophthongs and combined vowel sounds or diphthongs.

There are twelve monophthongs which can be distinguished in the following list of words. The pronunciation of the words is represented as in standard British English pronunciation.

/ i: /	agreement
/ ɪ /	risk
/ ʊ /	goods
/ u: /	boom
/ e /	sector
/ ð /	the
/ ɜ: /	first
/ ɔ: /	resources
/ æ /	tax
/ ʌ /	trust
/ a: /	market

/ ɒ /	job
-------	-----

These sounds blend into each other as the lips and tongue move from one position to another. For example, beginning from the top left-hand corner of the chart below and going in the direction of A (downwards), the mouth becomes wider; the bottom lip drops and the tongue moves further away from the roof of the mouth. By following direction B and also beginning from the top left-hand corner it can be seen that the lips are wide and flat in the first sound, but become more rounded as the tongue moves backwards in the mouth. The same process occurs in each direction for all lines of sounds in the table.

i:	ɪ	ʊ	u:	→B
e	ə	ɜ:	ʊ:	
æ	ʌ	ɑ:	ɒ	

↓A

Diphthongs are combinations of two single vowel sounds. Thus, while the lips and tongue are in a fixed position to produce monophthongs, for diphthongs they migrate from one position to another in order to incorporate the two sounds being produced. There are three groups of diphthongs. They are as follows:

1. combinations with / ɪ / - eɪ, ɔɪ, aɪ
2. combinations with / ʊ / - ɜʊ, aʊ
3. combinations with / ə / - ɪə, ʊə, eə,

These can be distinguished in the following words:

/ eɪ /	case
--------	------

/ ɔɪ /	choice
/ aɪ /	price
/ ʒʊ /	bonus
/ aʊ /	output
/ ɪə /	clear
/ ʊə /	poor
/ eə /	there

There are also combinations of a diphthong + schwa. They are: / aʊə / as in 'our' and / aɪə / as in 'higher'.

*Consonants* are produced by positioning the tongue, lips and teeth in order to modify the passage of air through the mouth. For example, the sound may be made with both lips, as in / p / or / b /, or with the tongue and the roof of the mouth, as in / l / or / n /, and so on. The way in which the sound is made is important whether the lips are pursed together when producing /w /, for example, or the way the top teeth "bite" the bottom lip in / f /, and so on. Two sounds may, moreover, differ in whether they are made with voice or not, as the way they are made and where they are made remain the same. There are many examples of this, and they can be paired as follows:

unvoiced	p	f	θ	t	s	tʃ	ʃ	k
voiced	b	v	ð	d	z	dʒ	ʒ	g

Compare:

/ p / and / b / in packing and backing

/ f / and / v / in fat and VAT

/ θ / and / ð / in thick and this

/ t / and / d / in tick and Dick

/ s / and / z / in spare and there

/ tʃ / and / dʒ / in cheap and jeep

/ ʃ / and / z / in nation and Asian

/ k / and / g / in crow and grow

The difference between voiced and voiceless consonants can be demonstrated by the fact that voiced consonants resonate strongly inside the head, whereas, unvoiced consonants remain virtually silent. The other consonant sounds can be considered as miscellaneous. They can be distinguished in the following words:

/ m /	money
/ n /	norm
/ ŋ /	dumping
/ l /	labour
/ r /	rate
/ w /	world
/ j /	yes
/ h /	holder

Exercise 1. Practise the following sounds:

/ f - v /

fat, fan, far, feel, few, first, four, foe, from, friend, five, front, stiff, life, knife, off, half, self, cough, safe; VAT, van, vast, view, very, valve, visit, value, ever, never, over, river, seven, eleven, travel, every, give, love, move, prove

/ θ - ð /

thin, think, thing, three, throw, through, thought, thirty, Thursday, thousand, healthy, wealthy, something, anything, everything, bath, both, cloth, earth, death; this, that, these, those, their, then, they, them, though, other, another, mother, brother, father, either, neither, with, weather, together, further



/ s - z /

sit, since, six, self, send, see, sleep, slow, say, save, so, small, soon, start, stay, still,  
face, miss, listen, last; as, does, was, has, is, days, dogs, moves, his, hers, cause,  
lose, phase, noise, busy, easy, lazy, noisy, nose, rose

/ ʃ - ʒ /

she, shall, ship, shop, shape, sharp, should, shut, shout, short, show, shore, shoe,  
shine, sure, nation, ocean, fish, wash, push;

treasure, measure, pleasure, usual, division, decision, collision, invasion, visual,  
vision, illusion, inclusion, provision, explosion, leisure, rouge, beige, garage,  
barrage, region

/ h /

hit, head, hand, heart, health, half, hide, high, hear, hold, hat, home, hole, hope,  
horse, house, husband, behind, anyhow, beforehand

/ p - b /

put, pull, push, poor, piece, place, paper, pair, page, part, pardon, people, price,  
April, appear, compare, map, rope, keep, step

be, beast, big, bug, best, bad, bag, blue, boy, both, black, bread, bring, busy,  
brown, below, between, club, public, break

/ t - d /

tell, ten, top, talk, take, time, table, town, Tuesday, to, twelve, after, better, quarter,  
writer, about, boat, eight, bet, ought;

do, day, dead, dear, down, decide, depend, difficult, dog, dinner, door, bad, add,  
good, old, read, side, head, would, bed

/ k - g /

can, call, care, carry, case, cause, catch, kind, kill, cod, coat, come, cook, corner,  
country, cut, ask, back, book, quick; good, go, great, green, glass, girl, get, gate,  
ground, grow, ago, again, agree, angry, longer, bigger, tiger, fog, dog, plug

/ tʃ - dʒ /

cheap, chief, chair, change, chance, child, choice, choose, church, rich, stretch, teach, touch, watch, which, March, each, catch, nature, picture;

Jane, John, join, joke, joy, judge, jump, July, June, imagine, danger, soldier, subject, page, strange, message, bridge, village, manage, language

/ m - n /

me, man, meat, my, mean, many, matter, may, mind, much, move, more, mouth, almost, summer, swim, from, him, come, home; no, near, new, never, need, night, next, noise, now, notice, knee, answer, penny, many, journey, winter, alone, again, begin, gun

/ ŋ /

sing, song, thing, strong, wrong, young, hang, bang, bring, long, evening, among, finger, hunger, think, thank, drink, uncle, during, feeling

/ l /

let, less, left, lead, late, last, land, like, listen, lot, long, lose, low, cold, feel, mile, meal, real, school, well

/ j /

yet, you, your, use, usual, yard, year, yellow, young, useful, value, failure, Tuesday, new, suit, Europe, view, amuse, music, beautiful

/ w /

one, why, walk, water, work, want, won't, wash, watch, way, we, week, woman, wonder, when, quickly, quite, question, quiet, quarter

/ r /

red, read, write, road, radio, right, rose, room, roof, wrong, agree, berry, narrow, sorry, story, marry, price, try, true, worry

The knowledge of *phonemic script* can help learners to consolidate and extend work done on sounds. There are many phonemes in English that are similar to the alphabetic script /t, b, p, f, v, e, ɪ, h, l, r and others/, and to learn the diphthong sounds it is necessary to combine two single sounds.

The phonemic symbols are as follows:

Consonants:

/ b /	bill	/ p /	process
/ d /	diagram	/ r /	rate
/ f /	few	/ s /	source
/ g /	global	/ t /	total
/ h /	high	/ v /	verify
/ j /	yen	/ w /	we
/ k /	cash	/ z /	zone
/ l /	limit	/ ʃ /	ration
/ m /	method	/ ʒ /	division
/ n /	news	/ θ /	thing

/ ð /	that
/ ŋ /	voting
/ ʈ /	voucher
/ dʒ /	job

Vowels:

/ i: /	equal	/ ɔ: /	raw
/ ɪ /	figure	/ u: /	move
/ e /	enterprise	/ ʊ /	push
/ æ /	ban	/ ʌ /	currency
/ a: /	partner	/ ə /	accept
/ ɒ /	problem	/ ɜ: /	purse

Diphthongs:

/ eɪ /	range	/ ɔɪ /	oil
--------	-------	--------	-----

/ʊ/	own	/ɪə/	near
/aɪ/	primary	/eə/	fair
/aʊ/	account	/ʊə/	poor

Diphthong + schwa:

/aɪə/	hire
/aʊə/	power

Exercise 2. Read groups of words according to rhyme:

/ɔ:/	/ɑ:/	/ɜ:/
port	part	shirt
short	cart	skirt
taught	dart	hurt
thought	heart	thirst
nought	tart	burst
/i:/	/ɪ/	/e/
heat	hit	set
sheet	sit	bet
feet	pit	net
beat	fit	pet
neat	nit	get
seat	bit	vet
/æ/	/ɒ/	/ʌ/
hat	hot	but
rat	not	shut
VAT	shot	nut
sat	pot	cut

that	got	gut
fat	dot	hut
/ u: /	/ ʊ /	/ ə /
hoot	cook	setter
shoot	book	better
boot	took	fetter
moot	look	wetter
route	hook	letter
/ eɪ /	/ aɪ /	/ ʒʊ /
hate	sight	most
mate	fight	post
fate	right	boast
weight	kite	roast
date	night	toast

/ aʊ /	/ eə /	/ ʊə /
pound	pair	poor
found	share	sure
round	hair	tour
bound	where	moor
sound	care	lure
/ ɔɪ /	/ ɪə /	
boil	fear	
soil	near	
foil	here	
toil	tear	
oil	dear	
/ aɪə /	/ aʊə /	

fire	tower	
wire	power	
tyre	shower	
buyer	flower	
dyer	hour	
liar	Dower	

Exercise 3. Match sounds and words. Group the given words according to the number:

1	2	3	4	5	6	7	8	9	10	11	12
ɑ:	ɔ:	ɜ:	i:	u:	ɒ	æ	e	ə	ɪ	ʌ	ʊ

car, lose, clock, gas, tender, farm, aware, ferry, neck, bare, fix, just, would, stare, sea, room, trust, dark, job, win, bill, work, bank, blank, bond, book, call, charge, cheque, cheat, deal, earn, force, free, sir, fee, dock, fan, step, firm, choose, risk, plug, bough, fur, tax, net, cost, caught, food, vend, sum, veil, keeper, labour, level, profit, proof, gross, shift, shop, stock, store

1	2	3	4	5	6	7	8	9	10
eɪ	ɔɪ	aɪ	aʊ	ʊ	ɪə	eə	ʊə	aɪə	aʊə

sales, care, bias, buy, boycott, dare, discount, enjoy, goal, house, rear, output, point, tired, our, rowel, violent, fail, easy, wear, bribe, base, close, bail, fine, broker, liable, deer, own, period, Ireland, rate, quiet, retire, coward, size, price, local, retail, flyer, sour

Exercise 4. Match the words with transcriptions.

raise	ˈɪndʌstri	balance	brænd
brand	treɪd	budget	æd

sharp	weɪdʒ	trade	rent
provide	ˈbʌdʒɪt	research	rɪˈpɔ:t
country	reɪz	account	ʃa:p
coin	ˈbæləns	slogan	əˈkaʊnt
scale	rɪˈsɜ:tʃ	sell	kɔɪn
add	fʌnd	local	plɑ:nt
rent	ˈprɒdəkt	cheque	skeɪl
industry	tʃek	product	stɔ:
brand	ˈslʌʊgən	fund	prəˈvaɪd
credit	sel	wage	ˈkʌntri
plant	ˈlʌkəl	report	ˈkredɪt

Exercise 5. Transcribe the following words:

class, half, fashion, chemicals, profession, abolish, account, job, year, work, factory, week, visitor, wage, admit, variety, vault, advice, full, home, utmost, agency, employ, advance, utilize, update, brand, joint, dollar, sharing, assert, movable, ordinary, doubtful, earning, associate, unearned, typical, tycoon, backing, aviso, trust, social, creditor, bankrupt, insurance, benefit, income, gold, overtime, discount, budget, flexible, loan, forward, buyer, seller, capable, transfer, free, token, process, tide, third, location, shift, tax, cash, recession, item, cost, certify, busy, data, competitive, coverage, technology, retail, purchase, taxpayer, chief, client, coin, estate, profits, tariff, commerce, grants, finance, supplier, population, complaint, market, contract, swing, support, production, storing, landlord, copyright, crash, commodity, burden, verification, industrial, dominant, currency, stockbroker, monetary, design, source, project, customs, delivery, deal, fuel, debtor, shrink, well-run, shipment, urban, repair, legal, seal, schedule, exchange, revival, annual, response, reserve, demand, depot, repay, official, proposal, unified, postpone, welfare, part, overplus, display, global, emission,

expenses, necessity, migrant, losing, trademark, force, franchisee, lobbyist, gamble, habitant, identical, layoff, excessive, bonus, investment, order, interact.



## PART 2. SPELLING AND PRONUNCIATION. WORD STRESS

The English spelling system is not generally *phonetic* as one letter does not always represent only one sound, as, for example, 'p' in the words 'stop' and 'phone'. On the other hand, it is an *alphabetic* system, and a student has to decipher the various letter combinations that represent given sounds in order to reproduce them. And, finally, certain vowel combinations have more than one pronunciation pattern; consonants can join together to form one sound only; some letters are pronounced or silent depending on their position in a word. This is why it is important to know the rules of reading and to be able to define the type of syllable, the stressed-unstressed position of the vowel and its position in the word.

### The rules of vowel pronunciation in a stressed position

There are four types of syllable:

I - ending in a vowel, as in 'tea', 'note'

II - ending in a consonant, as in 'fun', 'plan'

III - vowel + r, as in 'turn', 'firm', 'car', 'port'

IV - vowel + re, as in 'here', 'fire', 'pure', 'parents'

In the first type of syllable the vowel in a stressed position is read as in the alphabet. In the second type of syllable a short sound corresponds to it. For example:

I

/ eɪ /	a	/ æ /
/ iː /	e	/ e /
/ aɪ /	i	/ ɪ /
/ ʊ /	o	/ ɒ /
/ juː /	u	/ ʌ /
/ aɪ /	y	/ ɪ /

II

In the third type of syllable the combinations 'e + r', 'i + r', 'u + r', 'y + r' are pronounced as / ɜ: / 'a + r' is read as / ɑ: / and 'o + r' as / ɔ: /.

The fourth type of reading is represented by diphthongs and diphthong + schwa. Compare:

III		IV	
Vowel + r		Vowel + r + vowel	
/ ɑ: /	a	/ eə /	
/ ɔ: /	o	/ ɔ: /	
/ ɜ: /	i	/ aɪə /	
/ ɜ: /	e	/ ɪə /	
/ ɜ: /	u	/ jʊə /	
/ ɜ: /	y	/ aɪə /	

### The rules of vowel pronunciation in an unstressed position

These rules are different, and can be presented in the following box:

<p>a o u → / ə /</p>	<p>again / ə' geɪn /</p> <p>control / kən'trɒl /</p> <p>product / 'prɒdʌkt /</p>
<p>u - / ju: /</p> <p>o - / ʊ /</p>	<p>institute / 'ɪnstɪtju:t /</p> <p>metro / 'metrʊ /</p>
<p>e i y → / ɪ /</p>	<p>become / bɪ'kʌm /</p> <p>darkness / 'dɑ:kni:s /</p> <p>city / 'sɪti /</p>

Also:

e - / ə / before 'n + consonant', as in students / 'stju:dənts /

e + final l, n = / - / as in seven / 'sevn /

i + final l = / - /, as in pupil / 'pju:pl /

o + final n = / - /, as in lesson / 'lesn /

The summarized information on vowel pronunciation is in the following box:

Vowel	I	II	III	IV	Unstressed syllable
Aa	/ eɪ / make, name	/ æ / cat, map	/ ɑ: / car	/ eə / share	/ ə / ago
Ee	/ i: / we	/ e / set	/ ɜ: / her	/ ɪə / here	/ ə /, / ɪ / absent, darkness
Ii/Yy	/ aɪ / time, type	/ ɪ / sit, system	/ ɜ: / girl	/ aɪə / fire, tyrant	/ ɪ / music, city
Uu	/ ju: / tube	/ ʌ / cup	/ ɜ: / burn	/ jʊə / cure	/ ə /, / ju: / success, unite
Oo	/ ɜʊ / note	/ ɒ / not	/ ɔ: / short	/ ɔ: / more	/ ə /, / ɜʊ / confer, metro

Exercise 6. Read the following words (take into consideration the rules of vowel pronunciation):

Aa

/ eɪ /	/ æ /	/ ɑ: /	/ eə /	/ ə /
name	tram	hard	share	ago
late	can	car	rare	about

lake	map	dark	care	sofa
game	stand	start	compare	above
plane	plan	party	prepare	historical
fate	factory	farm	hare	legal

### Ee

/ i: /	/ e /	/ ɜ: /	/ ɪə /	/ ɪ /	/ ə /
--------	-------	--------	--------	-------	-------

he	get	her	here	begin
she	egg	term	mere	return
we	fell	verb	sphere	ticket
be	let	serve	material	sister
week	tent	prefer	serial	present
repeat	ten	person	period	absent

### Ii/Yy

/ aɪ /	/ ɪ /	/ ɜ: /	/ aɪə /	/ ɪ /
--------	-------	--------	---------	-------

time	it	sir	fire	engine
type	ill	bird	lyre	sorry
my	syntax	girl	hire	family
mine	milk	dirty	wire	music
fly	system	Byrn	tired	public
fine	wish	myrtle	satire	English

### Uu

/ ju: /	/ ʌ /	/ ɜ: /	/ jʊə /	/ ə /
---------	-------	--------	---------	-------

tune	cup	burn	pure	success
student	under	burst	cure	difficult
use	fun	turn	lure	upon
union	uncle	return	curious	product
human	butter	Turkey	during	cucumber
pupil	supper	furniture	secure	luxury

## Oo

/ ɜ: /	/ ɒ /	/ ɔ: /	/ ɔ: /	/ ʒu /
home	not	or	ore	tomato
hope	god	nor	more	photo
note	clock	worth	shore	metro
nose	fond	sport	explore	potato
rose	dog	lord	before	negro
smoke	shop	short	store	zero

Exercise 7. Read the following words. Group them into four columns according to the rules of pronunciation:

evening, square, morning, Rome, China, spring, summer, winter, duty, art, picture, try, enter, hut, hurry, tired, write, well, report, prepare, whole, return, scenery, difficult, department, combine, time, during, term, parents, hope, spoke, store, for.

### Pronunciation of digraphs (when two vowels come together)

The pronunciation patterns for combinations of two or more vowels are less consistent than for single vowels. For example:

reach    great    earn    head

/ i: /    / eɪ /    / ɜ: /    / e /

wear    clear    heart

/ eə /    / ɪə /    / a: /

Here we can see a range of possible pronunciations for various combinations of sounds:

Aa	a + ir	/ eə /	air, hair, chair, pair, fair
	ay, ai	/ eɪ /	play, pay, say, day, today, aim, rain, paint, main, nail

	a + n		plant, branch, can't
	a + f		after, craft
	a+s + cons.	/ɑ: /	grass, class, fast, task
	a + th		path, rather, father
	a + l		half, palm
	a + ll		all, ball, tall, call, small
	a + lk	/ɔ: /	chalk, talk, walk
	w + ar		war, warm, award, warn, reward
	w(h) + a	/ɒ /	was, what, want, wash, watch
	aw	/ɔ: /	law, saw, draw, strawberry
	a + nge	/eɪ /	change, strange, exchange
	au (gh)	/ɔ: /	author, autumn, daughter, taught, launch, caught
Ee	ee	/i: /	see, meet, tree, green, street,
	ea		feel, sea, meat, team, peace, tea
	ea+d, th, lth	/e /	head, dead, bread, death, health
	but:	/i: /	read, lead, reader, leader
	ea+r+cons.	/ɜ: /	earn, earth, early, learn,
	ear, eer	/ɪə /	hear, near, ear, clear, dear, fear
	ew	/ju: /	new, knew, few, newspaper.
	ei	/i: /	ceiling, receive, deceive, seize
	er (suffix)	/ə /	worker, driver, painter
	ey (stressed)	/eɪ /	they, grey, obey
	but:	/i: /	key / ki: /
	ey	/ɪ /	money, hockey, trolley

	(unstressed)		
Ii	ie (before cons.)	/ i: /	field, piece, niece, brief, chief
	ie (at the end of the word)	/ aɪ /	die, tie, lie
	igh	/ aɪ /	night, fight, high, sigh, sight, flight
	i + nd	/ aɪ /	kind, find, mind, blind
	but:	/ ɪ /	wind, window
	i + ld	/ aɪ /	mild, child (but: children)
Oo	oo + n, l	/ u: /	moon, soon, too, spoon, cool, fool
	oo + k	/ ʊ /	look, book, took, cook
	ou	/ aʊ /	house, round, out, about
	but:	/ ʊ /	should, could
	ough + t	/ ɔ: /	bought, thought, fought, brought
	oa	/ ɜʊ /	coat, boat, soap, road, toast
	ow (in the middle of the word)	/ aʊ /	town, brown, down, power, powder
	ow (at the end of the word)	/ ɜʊ /	window, slow, narrow, grow, snow
	but:	/ aʊ /	now, how
	oy oi	/ ɔɪ /	boy, toy, noise, voice, soil, choice, coin, boil

	o + ld	/ ʒʊ /	old, cold, sold, hold, told, bold
	our	/ ɔ: /	four, court, course, your, fourth
	our, ower	/aʊə /	our, hour, shower, power, tower
	o + m	/ ʌ /	some, come, among, money
	+ n		son, won, wonderful, front
	+ v		glove, love, lovely
	+ th		mother, brother, other
	but:	/ ʊ /	improvement, prove, move, movement
	ous	/ ə /	famous, dangerous, various
	or	/ ə /	doctor, tractor, conductor
Uu	ue	/ ju: /	due, sue, hue
	after r, l	/ u: /	true, blue
	ure - in an open syllable after -s	/ʊə /	sure, surely
	but:	/ ʊ /	sugar
	u - in a closed syllable after f, p, b	/ ʊ /	full, push, bush, bull
	- in an open syllable after r, j	/ u: /	rule, June, rumour, jubilee



Yy	before vowel at the beginning of the word	/ j /	yes, yet, yesterday
	in an unstressed position at the end of the word	/ ɪ /	city, money, holiday, lady, lazy, fifty, seventy

Exercise 8. Read the following words:

/ i: / e      ee      ea      ie      ei

we      week      weak      field      receive

he      seek      speak      piece      deceive

she      meet      mean      niece      seize

these      see      flea      chief      ceiling

/ a: / a + r      a+th      a+ss,st      a+ak,sp      a+lf,lm      a+nt,nd

far      father      pass      ask      half      plant

hard      rather      grass      task      calm      can't

star      bath      last      grasp      palm      grant

park      path      past      mask      calf      demand

/ ɔ: / o+r(e)      a+ll,lk      au(aw)      au(gh)      ough+t      wa+r

short      all      author      daughte  
r      fought      war

door      fall      because      taught      brought      warm

floor      chalk      draw      caught      bought      warn

more      small      saw      launch      |thought      wardrobe

/ ʊ / o      oa      ow      o+st,ld

stone      boat      low      cold

nose      road      know      old

whole      soap      show      moist

spoke      goal      window      told

/ aʊ /	<u>ou</u>	<u>ow</u>	<u>oi</u>	/ ɔɪ / <u>oy</u>	
	found	how	boil	boy	
	round	now	coin	toy	
	out	down	soil	joy	
	South	town	spoil	enjoy	
/ aɪ /	<u>i/y</u>	<u>igh</u>	<u>i + ld</u>	<u>i + nd</u>	<u>i + gn</u>
	fine	fight	child	kind	sign
	life	light	mild	find	design
	sky	night	wild	mild	designer
	try	high	blind	mind	
/ eɪ /	<u>a</u>	<u>ai</u>	<u>ay</u>	<u>ey</u>	<u>eigh</u>
	make	rain	day	grey	eight
	lake	wait	say	they	weigh
	take	main	may	obey	neighbour
	date	point	play		
/ ɜ: /	<u>e + r</u>	<u>i + r</u>	<u>u + r</u>	<u>ea + r</u>	<u>w + or</u>
	her	first	fur	early	work
	term	third	burn	year	word
	person	shirt	turn	earn	world
	serve	skirt	curtain	learn	worth
/ ʌ /	<u>u</u>	<u>o+m,n</u> <u>v, th</u>	<u>ou</u>	<u>oo + d</u>	<u>ou+gh(f)</u>
	lunch	son	young	blood	enough
	cup	some	country	flood	rough
	but	love	couple		tough
	must	mother	trouble		
/ u: /	<u>o</u>	<u>oo</u>	<u>ou (gh)</u>	<u>oo + r</u>	<u>ou + r</u>
				/ ʊə /	
	do	moon	group	poor	tour
	who	spoon	rouble	moor	tourist
	move	too	through		
/ eə /	<u>a + re</u>	<u>air</u>	<u>ere</u> <u>ear</u>	<u>ear/eer</u>	<u>/ ɪə /ere</u>
	parent	pair	there	near	here
	s		bear		

spare hair where dear mere  
pear

Exercise 9. Read the following words. Explain the rules of pronunciation:

abolish, zone, workshop, account, loan, final, manager, transfer, win, weak, wanted, adopt, admit, publicity, monetary, operate, capital, analysis, current, risk, treaty, available, dollar, jet, opening, balance, creditor, base, system, benefit, bill, borrow, error, value, used, uneducated, typical, trusty, executive, trolley, breed, stock, labor, local, build, chief, mail, cage, cable, bar.

### Pronunciation of consonants and combinations of consonants

The pronunciation of any consonant is defined by its position among the other consonants in the word. Taken separately only three consonants out of 20 have two variants of pronunciation, they are: c = / s /, / k /; g = / g /, / dʒ /;

s = / ʃ /, / z /

Many consonants, however, form combinations of sounds and this is why they are pronounced differently in each case. For instance, 'th' can be pronounced as / θ /, as in 'thick' / θɪk / or / ð /, as in 'with' / ðɪs /. The list of possible combinations of consonants follows.

b	/ b /		bus, but, about, better, butter, by, book, bed, bag, bad
bt	/ t /	at the end of the word	debt, doubt
c	/ s /	before y, e, i	face, city, cinema, cycle, since
	/ k /	in other cases	cap, cut, cry, come, close, capital
	/ ʃ /	before an unstressed vowel	ocean, social, special, ancient, ratio, musician, racial

cc	/ ks /	before e, i, y	accept, success, accent, accident
	/ k /	in other cases	according, occur, accomplish, accumulate, occupy, occasion
ch, tch	/ tʃ /		chess, rich, cheese, chop, much, match, kitchen, watch, catch
ch	/ k /	in words of Greek origin	school, architect, chemistry, character, technical, machine, machinery, machinist
	/ ʃ /		
ck	/ k /		black, sick, back, pack, neck
d	/ d /		date, made, end, decide, old
	/ - /	before cons.	grandmother, handsome, handkerchief
	/ dʒ /		bridge, knowledge, judge, sledge
f	/ f /		five, if, finish, face, family
f ten	/ fn /		often, soften
g	/ dʒ /	before e, i, y	page, change, gymnasium, stage
			but:
	/ g /	in other cases	/ g / - get, give, begin
	/ - /		go, big, green, grey, grow
gh	/ f /	after au, ou	weigh, eight, bought, daughter
		in the words:	laugh, enough, cough
gn	/ n /	at the beginning and the end of the word	foreign, sign
h	/ h /		he, his, here, have, husband, hundred, home, her
	/ - /		hour, honour, honest, exhibition
k	/ k /		kill, keep, king, kitchen, kiss

kn	/ n /	at the beginning of the word	know, knee, knife, knock
l	/ l /		lake, late, light, leg
alm, alf, alk	/ - /		talk, calm, half, chalk
m	/ m /		miss, meal, seem, team
mb	/ m /	at the end of the word	climb, bomb, comb
mn			autumn, column
n	/ n /		never, number, nobody, next
ng	/ ŋ /	at the end of the word	sing, song, interesting, thing
nk	/ ŋk /		drink, bank, ink, tank, thank
p	/ p /		pen, pencil, pupil, publish, top
ph	/ f /	in words of Greek origin	phone, physics, philosophy, symphony, phase
qu	/ kw / / k /	in words of French origin	queen, question, quick, queue unique, technique
r	/ r /		red, ready, rain, sorry, trip
s	/ s /	at the beginning of the word	see, sea, son, stand, stop, sun sure, sugar
	/ z /	after voiced cons. and vowels	these, cheese, please, nose, rose

ss	/ s /		class, pass, success, miss
	/ ʃ /	in an unstressed position	Russian
ssion	/ ʃn /		session, discussion, commission
sion	/ ʒn /	at the end of the word	decision, conclusion, revision
sure	/ ʒə /		pleasure, treasure, leisure, measure
sh	/ ʃ /		she, ship, fish, shop, short
sc	/ s /	before e, i, y	science, scientist, scenery, scene
sten	/ sn /		listen, fasten
stle	/ sl /		whistle, wrestling
t	/ t /		ten, twenty, table, sit, teeth
th	/ θ /		thing, thank, three, tooth
	/ ð /		this, those, with, without, weather
tion	/ ʃn /		demonstration, revolution, dictation, translation, attention
ture	/ tʃ /		picture, future, lecture, culture, nature, feature
v	/ v /		live, leave, voice, move, vase
w	/ w /		win, want, water, wind, twins
wh	/ w /		when, where, why, what, which, white, while, whisper
wh+o	/ h /		who, whom, whose, whole
wr	/ r /		wrong, write, writer, wrestle
x	/ ks /	at the end of the word and before cons.	box, fox, six, taxi, text, exercise, excuse
	/ gz /	before stressed	examination, example, exist, exact

		vowel	
z	/ z /		lazy, zone, zero, zoo, zoology

Exercise 10. Transcribe the following words:

skills, specific, industrial, commercial, discount, retail, trader, token, payback, buyer, calculate, capable, share, creditor, liquid, receipt, record, private, carry, ready, reserve, center, share, licence, grading, order, tight, active, density, ratio, equal, factory, production, poor, task, railway, local, block, symbol, classify, effective, domestic, commune, auction, security, seller, plant, standard, content, forecast, contact, food, target, real, home, craft, basic, crop, data, damp, supply, sum, dating, stuff, fares, grocery, silver, rank, stage, debtor, demonstration, dent, issue, checking, farm, custom, device, global, tooling, machine, monetary, third, exact, gain, cottage, level, mill, register set.

### Word stress

#### 1. Schwa

The presence of a stressed syllable in an English word may weaken other syllables in the same word. This 'weak' syllable is known as 'schwa' and can be described as the contrast to the stressed syllable. Compare the pronunciation of the letter 'a' in the following two words:

'Italy                      I'talian

/ ə /                      / æ /

Schwa is a 'weak' syllable, so it has a weak pronunciation. The lips and tongue should be relaxed and the mouth slightly open, while air is expelled without force through the mouth. For example:

fatter    brother    another

better    mother    grandmother

never    father    grandfather

The sooner - the better.

Better late than never.

I like playing table tennis and going to the cinema.

## 2. Simple and compound nouns

Some basic nouns, those of Anglo-Saxon and Old French origin, are stressed on the first syllable. For example:

'customer

'people

'level

This tendency is also maintained in prefixed nouns or nouns with prefix-type beginnings, such as 're-', 'con-' 'pre-', 'ex-', etc. For instance:

an 'expert    a 'region

a 'present    a 'convict

Compound nouns are generally also stressed on the first syllable:

'boyfriend

'doorman

'overtime

## 3. Verbs, adjectives and adverbs

In compound verbs, adjectives and adverbs, the stress normally shifts off the first syllable or prefix. Compare, for instance:

'insight (noun)    in'quire (verb)

'forecast (noun)    'downstairs (adverb)

'underground (noun)    unders'tand (verb)

There are many examples of hyphenated compound adjectives which follow the same pattern:

bad-'tempered

self-'centered

first-'class

This stress pattern is also maintained in verbs, adjectives and adverbs that have prefix-type beginnings, such as 'a-', 'be-', 'dis-', 'ex-', etc. For example:

ex'clude                      dis'cuss (verbs)

a'bout                      be'fore                      (adverbs)



a'loud

(adjective)

#### 4. Suffixed words

Although there are many suffixes which do not affect stress, some do. Four main groups can be identified:

a) suffixes that do not change the original stress pattern of a word

dic'tator

'nationalise

'powerful

a'daptable

con'servative

b) suffixes that cause the stress to fall on the preceding syllable, often changing the original stress pattern of the word

me'morial

ob'jective

dra'matic

evo'lution

c) stressed suffixes (mainly taken from modern French)

employ'ee

enter'tain

tech'nique

ca'ssette

d) suffixes that do not establish a set pattern

'conference

per'formance

de'pendence

#### 5. Grammar and stress

The grammatical function of a word may have influence on its stress. Many words have two stress patterns according to whether they are verbs, adjectives or nouns. For example:

an 'increase - to in'crease

an 'import - to im'port

'export - to ex'port

However, in words that contain two-syllable prefixes, the verb and noun often have the same stress pattern, as in:

'telephone

'interview

'parachute

There are also words in which no stress differentiation is made between nouns and verbs. For instance:

re'search

re'turn

de'mand

Finally, there is a group of words that have a 'migrating' stress that moves as the word function changes. For example:

'politics - po'litical - poli'tician

'democrat - de'mocracy -demo'cratic

e'conomy - e'conomist – eco'nomist

Exercise 11. Read the following forms of words, paying attention to the suffixes (1,5,6), prefixes (2,3):

<b>1</b>	<b>2</b>	<b>3</b>
cleaner	depend	excite
Porter	delay	recite
teacher	depress	arrive
brother	define	deprive
writer	decide	alive
number	delight	invite
<b>4</b>	<b>5</b>	<b>6</b>

mistake	English	relation
relate	Polish	inflation
deflate	Irish	nation
estate	Finnish	station
prepare	Scottish	elation

Exercise 12. Define the place of the stress in the following words:

prominent	velocity
negative	stability
positive	several
minister	seminar
simplicity	ability
opposite	resident
original	character
permanent	graceful
physical	respectability
comparison	successful
density	horrible
property	difficult

### PART 3. THE RHYTHM OF ENGLISH. INTONATION

The phonology of connected speech is similar to that of words. This can be seen in the following example:

(the stressed words are underlined)

*The brand image can be created and influenced by advertising and packaging.*

Here, more prominent, or stressed words are called content words, and they carry the message of the utterance. They are commonly verbs, nouns, adjectives, adverbs, and numbers. The other words, which are not essential for meaning, are known as grammatical words. They often have weak pronunciation. Compare, for example, the pronunciation of the following grammatical words in isolation and in connected speech:

the      can      you      and      an      some      from  
/ ð /   / kæn /   / ju: /   /ænd /   /æn /   / sʌm /   / frɒm /

*If the 'bank is 'closed, you can with'draw some 'money from your 'bank  
account using an auto'matic 'teller 'machine.*

ɪf ðə 'bæŋkɪz 'klɒzdʒʊkən wɪð'drɔ:səm 'mʌnɪfrəmʃə 'bæŋkə 'kaʊntɪʒɪŋən  
ɔ:tə'mætɪk 'teləmə 'ʃi:n

In this example, the vowels in the unstressed words are pronounced as schwa, while in content words the stressed syllables retain their full sound value. This happens as a general rule in English, except the cases when some prepositions appear at the end of the sentence and they remain stressed:

*I want to.*

*Where are they from?*

*Can you turn it off?*

Stress in connected speech is determined by the meaning that the speaker wants to convey through the content or information words in the sentence. For emphatic purposes the stress may occur on a grammatical word. For example:

*The argument should be avoided. This is the right thing to do.*

*Did she say twenty minutes to or past seven?*

The contrast of stressed and unstressed words in connected speech gives the English language a rhythmic quality. Stresses tend to occur at fairly regular time intervals, regardless of the number of weak syllables between them. Because of this English is known as a *stress-timed* language, as opposed to a *syllable-timed* language in which each word and syllable has more or less the same prominence in connected speech, such as Japanese.

Intonation is the way the meaning, attitude or intention are implied by raising or lowering the pitch of the voice. The basic element of intonation is a *tone unit*. A tone unit may be one word or syllable, it may be a clause, a sentence or part of a sentence, depending on where there is a pause. Every tone unit has a *nucleus* or a tonic syllable which is the most prominent stressed syllable and conveys the most important part of the message to be communicated to the listener. There are eight main nuclear tones in English. They are:

1. The Low (Medium)-Fall

↘Yes.

The voice falls from a low (medium) pitch level to the bottom of the pitch.

2. The High Fall

↘Yes.

The voice falls from a high pitch level to the bottom of the pitch.

3. The Rise-Fall

↗Yes.

The voice rises from a medium to a high pitch level and then quickly falls to a low pitch.

4. The Low-Rise

↗Yes.

The voice rises from a very low to a medium pitch level or a little higher.

5. The High (Medium)-Rise

↗Yes. ↘Yes.

The voice rises from a medium or high pitch level and moves up to the top of the voice.

#### 6. The Fall-Rise

✓Yes.

The voice first falls from a medium or high level to a rather low level, then rises to a moderately medium pitch level.

#### 7. The Rise-Fall-Rise

∧Yes.

The voice rises from a very low pitch level, moves up to a medium (or high) level, falls deep down, then rises again.

8. The Mid-Level tone maintains a level pitch between high and low; the voice neither rises nor falls.

➤Yes.

The unstressed and partially stressed syllables following the nucleus are called the Tail:

✓Thank you, Mrs. Brown.

Another important element of an intonation pattern is *voice range* which can be described as either narrow, when it shows little variation, or wide. Narrow voice range is to be expected in fairly neutral speech, whereas wide voice range is common when the speaker is more involved or emotional; it may be associated with the expression of excitement, surprise, anger, disgust, and so on.

The best way to approach intonation is through an awareness of what it is used for in connected speech. Certain general intonation patterns can be said to exist for given grammatical structures, such as affirmative or interrogative forms. As a general rule, a falling tone is associated with informative statements, special or (wh-) questions and question tags that check old information. For instance:

Q. ➤What time is it?

A. *Half past nine.*

By contrast, a rising tone gives the idea that the speaker wishes to continue speaking or expects a reaction from the listener. Yes/no questions and question tags requiring an answer can be found in this category. For example:

Q. *Are you going?*

A. *It's not time to go, is it?*

Intonation is essentially context-related and linked to the development of discourse in communicative interaction, and will depend heavily on such factors as who is involved in it and what the relation is between the speakers, what the topic of the conversation is and how much the participants know about the details of the topic and so on. In all these events the chosen intonation patterns will be different.

The tone people use can convey information about their feelings, about their circumstances or surroundings. It can indicate their attitude to other people, whether they are being polite, concerned, considerate, sympathetic or indifferent; it can indicate their attitude to the situation, whether they feel bored, interested or detached; it can express their reactions to events that they have either witnessed or heard about and to which they might respond with surprise, shock, disbelief or anger.

Here are some attitudes associated with the main nuclear tones:

#### The Low-Fall

Statements                      sound: detached, cool, reserved, categoric

Sp. questions                      flat, unsympathetic, hostile

Gen. questions                      uninterested, hostile

Commands                      calm, controlled, very serious, unemotional

Interjections                      calm, unsurprised, reserved, self-possessed

#### The High-Fall

Statements                      sound: conveying a sense of involvement, light, airy

Sp. questions                      businesslike, brisk, lively, interested

Gen. questions                      willing to discuss, sometimes sceptical,

Commands	mildly interested suggesting a course of action
----------	--

Interjections	mildly surprised
---------------	------------------

### The Low-Rise

Statements	sound: encouraging further conversation, guarded, resentful, appealing to the listener to change his mind
Sp.questions	wondering, mildly puzzled, calm, resentful, skeptical, disapproving

Gen.questions	disapproving, skeptical
---------------	-------------------------

Commands	calmly warning
----------	----------------

Interjections	sometimes calm, casual acknowledgement
---------------	---

### The High-Rise

Statements	sound: questioning, trying to elicit a repetition
------------	---

Sp.questions	calling for a repetition of the information already given, echoing
--------------	---

Gen.questions	echoing
---------------	---------

Commands and Interjections	querying all or part of listener's command or interjection
-------------------------------	---

### The Fall-Rise

Statements	sound: concerned, reproachful, hurt, greatly astonished
------------	--

Sp. and gen.questions	greatly astonished, concerned, interested, surprised
--------------------------	---

Interjections	scornful
---------------	----------

### The Rise-Fall

Statements	sound: interested, awed, complacent, self- satisfied, challenging
------------	--

Sp.questions	challenging, antagonistic
--------------	---------------------------

Gen.questions	impressed, challenging, antagonistic
---------------	--------------------------------------



Commands	hostile
Interjections	impressed, sometimes with a hint of accusation

### The Mid-level Tone

In all sentence types      marks      non-finality

The description of an intonation pattern would not be full if two more components were not mentioned. Firstly, *the Pre-Head*, which can be high or low and which includes the unstressed and half-stressed syllables preceding *the Head*. The Head consists of the syllables beginning with the first stressed syllable up to the last stressed syllable. The Head can be of several types:

I. Descending Heads. In this type of the head the voice moves down from a medium or high level to a low one. If it moves by steps within the stressed syllables and the unstressed ones are said on the same level as the previous stressed one, then it is *the Stepping Head* (mainly used in narratives and descriptions). If the stressed and the unstressed syllables form a descending sequence altogether, then it is *the Falling Head* (mainly used in conversations). On the staves the stressed syllables are marked as dashes, the unstressed - as dots, the partially stressed - as circles. For example:

*Advertising is a highly developed business.*

the tone-mark of the first stressed syllable      / ↓. /

the tone-mark of the other stressed syllables      / ' /

It is the Stepping Head.

*Doesn't your family deserve less?*

the tone-mark of the first stressed syllable      / ↓. /

the tone-mark of the other stressed syllables      / ' /

It is the Falling Head.

II. Ascending Heads. *The Rising Head*. Its first stressed syllable is low in the pitch, and the voice moves up by steps; the unstressed syllables continue the rise. A phrase, pronounced with this type of Head, usually sounds protesting. For instance:  
*I have to know daily what the prices are.*

the tone-mark of the first stressed syllable / · /

the tone-mark of the other stressed syllables / ' /

### III. Level Heads.

In Level Heads all the syllables are pronounced on more or less the same note of a pitch level (*High, Medium* or *Low*). For example:

*Labour costs in Spain are decreasing.*

the tone-mark of the first stressed syllable in Mid-Level Head / → /

the tone-mark of the first stressed syllable in High-Level Head / → /

the tone-mark of the first stressed syllable in Low-Level Head / → /

the tone-mark of the other stressed syllables / ' /

The last component of an intonation pattern - *the pauses*. A single vertical bar / | / denotes a short pause inside a sentence, at the end of one intonation group. Two vertical bars / || / denote a long pause at the end of the sentence. Three vertical bars occur at the end of a paragraph / ||| /. For example:

*Last week | the weather here in Britain | was not good for salads | and there was too much on the market.|| Exporters had to stop sending | or put on quotas.|| We decided to have quotas controlled by the authorities in Spain.///*

As it can be seen, intonation is a complex system that operates at all levels of expression. The inappropriate use of certain intonation patterns can cause misunderstanding, particularly in formal situations, or when it is important to sound polite. This is why it is essential to be able to recognise intonation patterns. The following exercises will help to improve the necessary skills in reading and communicating in English.

Exercise 13. Read the following text and mark stresses and tunes in it:

*Whose language?*

*How many people can speak English? Some experts estimate that 1.5 billion people – around one-quarter of the world's population – can communicate reasonably well in English. Never in recorded history has a language been as widely spoken as English today. The reason why millions are learning it is simple: it is the language of international business and therefore the key to prosperity. It is not just that multinational companies such as Microsoft, Google, and Vodafone conduct their business in English; it is the language in which the Chinese speak to Brazilians and Germans to Indonesians.*

*David Graddol, the author of English Next, says it is tempting to view the story of English simply as a triumph for its native speakers in North America, Britain and Ireland, and Australasia – but that would be a mistake. Global English has entered a more complex phase, changing in ways that the English-speaking countries cannot control and might not like.*

*An important question one might ask is: whose English will it be in the future? Non-native speakers now outnumber native English speakers by three to one. The majority of encounters in English today take place between non-native speakers. According to David Graddol, many business meetings held in English appear to run more smoothly when there are no native English speakers present. This is because native speakers are often poor at ensuring that they are understood in international discussions. They tend to think they need to avoid longer Latin-based words, but in fact comprehension problems are more often caused by their use of colloquial English, especially idioms, metaphors, and phrasal verbs. On one occasion, at an international student conference in Amsterdam, conducted in English, the only British representative was asked to be 'less English' so that the others could understand her.*

(Oxenden & Latham-Koenig, 2010, p. 12)

Exercise 14. Listen to part of a presentation and mark stresses and tunes in it. Read it.

*Presenter: OK, in the part of the survey that I'm going to focus on, we looked at where students spent their time during their working week. So what you can see on this slide is a pie chart showing the average percentage of time that students spent in a number of different locations. So, for example, 16.7% of time is spent in teaching rooms – lecture theatres and classrooms – you can see that segment down the bottom here. And nearly 7% was spent in computing labs – that's the segment over there.*

*OK, I want to pick out a few things from this slide that we thought were quite interesting. One is the high percentage of time that students spent at home. Let me just clarify that this is 33% of working time – not time when they're relaxing or sleeping. This means that about a third of study time – quite a high proportion, we thought – is spent at home rather than on campus. A possible explanation for this is that so much information is now available online, that it's no longer necessary for students to spend so much time in libraries. And maybe that it's easier for students to use their own computers at home than having to wait to get on a computer on campus – either in the library or in computer labs – where the demand is high. Another thing that we found quite surprising was the relatively small amount of time that students reported they spent in refreshment areas – a little over 4%. By refreshment areas, we mean the various coffee shops and restaurants on campus.*

(Hewings & Thaine, 2012, p. 159)

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