

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ  
ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ  
Высшая школа иностранных языков и перевода  
Кафедра европейских языков и культур**

**УЧЕБНОЕ ПОСОБИЕ**

**BETTER ENGLISH PRONUNCIATION.  
A REMEDIAL COURSE OF ENGLISH PHONETICS**

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Учебное пособие «Better English Pronunciation. A Remedial Course of English Phonetics» предназначено для студентов 1-2 курсов обучающихся по направлению 45.03.02 «Лингвистика». Данное пособие состоит из 7 частей, каждая из которых представляет законченный независимый раздел, составленный по единому образцу. Упражнения, коммуникативные и творческие задания базируются на сформированных компетенциях. В конце пособия представлен итоговый тест и глоссарий основных фонетических терминов.



## CONTENTS

<b>ПРЕДИСЛОВИЕ</b>	<b>4</b>
<b>TONETIC SYMBOLS</b>	<b>7</b>
<b>PART 1 BUCKINGHAM PALACE</b>	<b>10</b>
<b>PART 2 GREENWICH AND ST. KATHARINE'S DOCK</b>	<b>21</b>
<b>PART 3 THE TOWER OF LONDON</b>	<b>31</b>
<b>PART 4 ST. PAUL'S CATHEDRAL</b>	<b>44</b>
<b>PART 5 WESTMINSTER AND TRAFALGAR SQUARE</b>	<b>53</b>
<b>PART 6 LONDON'S PARKS</b>	<b>66</b>
<b>PART 7 SHOPPING AND THEATRE</b>	<b>77</b>
<b>HISTORY QUIZ</b>	<b>89</b>
<b>PRONUNCIATION TEST</b>	<b>92</b>
<b>TEST</b>	<b>96</b>
<b>GLOSSARY OF PHONETIC TERMS</b>	<b>100</b>
<b>REFERENCES</b>	<b>107</b>

## ПРЕДИСЛОВИЕ

Настоящее пособие, созданное на основе аутентичного документального учебного аудио-видеоматериала по страноведческой тематике «Лондон», предназначено для занятий по дисциплине коррективная фонетика английского языка для студентов 1-2 курсов обучающихся по направлению 45.03.02 «Лингвистика».

Основной целью данного пособия является совершенствование навыков техники речи с учетом социокультурных условий функционирования языка.

Пособие состоит из семи частей (**parts**), каждая из которых представляет собой законченный независимый раздел, составленный по единому образцу и рассчитанный на четыре-пять аудиторных занятий. По усмотрению преподавателя эти разделы можно использовать выборочно.

Каждый раздел включает следующие типы упражнений:

1. упражнения, вводящие в тему раздела, для выяснения у обучаемых знаний по данной теме (**introductory exercises**);
2. упражнения, направленные на непосредственную работу обучаемого с аудио-видеоматериалом, на понимание содержания с последующим закреплением полученных навыков техники речи в процессе говорения (**viewing and talking**);
3. упражнения, ориентированные на снятие фонетических трудностей, совершенствование произносительных умений и навыков (**increase your clarity**);
4. текст видеоряда (**text**);
5. упражнения по прикладной лингвистике: разработке дыхания, постановке голоса, его вариативности (**enrich your voice qualities**);
6. упражнения, направленные на обучение чтению, транскрибированию и интонированию отрывка (**reading**);

7. упражнения на сочетание всех речевых и неречевых условий техники речи в процессе публичного выступления перед аудиторией, самостоятельное озвучивание дикторского текста, сопровождение видеоряда собственными комментариями (**follow up assignments**);

8. упражнения, направленные на осуществление коммуникации в форме диалога по предложенным тематическим ситуациям (**make up dialogues**);

9. дополнительный материал по теме (**background text**).

В методике обучения иностранным языкам, основные этапы работы с видеофильмом могут быть представлены следующим образом:

1) этап подготовки (дотекстовый этап), который включает выполнение различных упражнений для разрешения грамматических, лексических и фонетических трудностей;

2) этап просмотра (текстовый этап), где происходит непосредственное прослушивание эпизода видеофильма, возможно, повторение просмотра, с целью понять основное содержание и смысл, а также детальное описание увиденного;

3) послетекстовый этап, на котором обычно предлагаются задания и упражнения для закрепления полученных знаний.

Включение в систему упражнений на активизацию артикуляторных навыков (**increase your clarity**), на развитие звучности голоса и мобильности диапазона и темпа, на достижение вариативности эмоциональной окраски (**enrich your voice qualities**), позволяет направить усилия обучаемых на достижение максимального коммуникативного успеха.

Необходимо помнить, что все задания определяются фонетическими задачами, поэтому их выполнение требует точного знания транскрипции слов, соблюдения словесного и фразового ударения, ритма английского языка наибольшего приближения к оригиналу (**reading**).

В упражнениях на просмотр видеоряда (**viewing and talking**) и текста видеоряда (**text**) представлены QR-коды на Цифровой образовательный ресурс К(П)ФУ «Коррективная фонетика английского языка» для быстрого доступа к аудио-видеоматериалам.

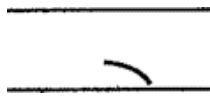
Самостоятельное озвучивание дикторского текста или сопровождение видеоряда собственными комментариями, организация публичного выступления перед аудиторией с использованием дополнительного материала и других источников, включая информацию из сети Интернет, являются завершающими этапами каждого раздела.

Широкое применение аудио-визуальных средств в курсе преподавания коррективной фонетики английского языка позволяет непосредственно ввести в процесс обучения все просодические и паралингвистические характеристики техники речи.

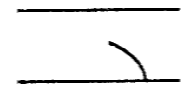
# TONETIC SYMBOLS

## 1. Tones

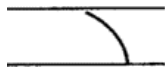
1. Low Fall



2. Medium Fall



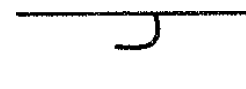
3. High Fall



4. Low Rise



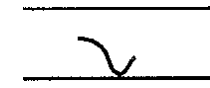
5. Medium Rise



6. High Rise



7. Fall-Rise



8. Rise-Fall



9. Rise-Fall-Rise



10. Mid Level

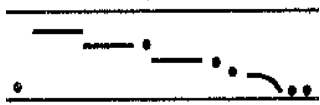




## 2. Scales

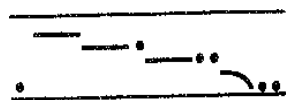
### 2.1. Gradually Descending Falling Scale

I 'don't 'want to 'go to the , cinema.



### 2.2. Gradually Descending Stepping Scale

I 'don't 'want to 'go to the , cinema.



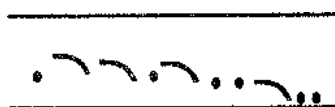
### 2.3. Broken Descending Stepping Scale

You'd 'get to 'know 'quite a ↑'lot of interes'ting , people there.



### 2.4. Gradually Descending Sliding Scale

I `don't `want to `go to the , cinema.



### 2.5. Gradually Descending Scandent Scale

I 'don't 'want to 'go to the , cinema.

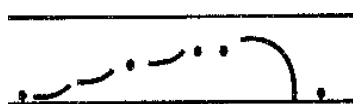


### 2.6. Gradually Ascending Rising Scale I 'don't 'want to 'go to the `cinema.



### 2.7. Gradually Ascending Climbing Scale

I , don't , want to , go to the `cinema.



### 2.8. Low Level Scale

I 'don't 'want to 'go to the , cinema.



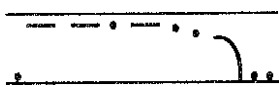
2.9. Mid Level Scale

I 'don't 'want to 'go to the , cinema.



2.10. High level Scale

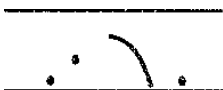
I 'don't 'want to 'go to the `cinema.



3. Pre-Heads

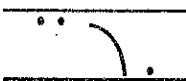
3.1. Low Pre-Head (it is left unmarked)

I don't `want it.



3.2. High Pre-Head

I don't `want it.



4. Tail

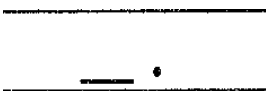
4.1. Tail after a Fall

, No, sir.



4.2. Tail after a Rise

, No, sir.



## PART 1. BUCKINGHAM PALACE



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

Do you know the capital of what country London is? Where is it situated?

Do you know where the Queen lives? What do you know about this place?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.

3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.



## VIEWING AND TALKING

### 1. General comprehension.

#### 1.1. Watch the whole scene, then answer the questions:

1) What is Buckingham Palace?

.....

2) Which ceremony are we watching?

.....

1.2. Mind the intonation of special questions. You should sound serious. And your response should impart definite and complete attitude (Stepping Head + Low Fall).

### 2. Detailed comprehension.

#### 2.1. Watch the whole scene again and answer these questions:

1. Where is Buckingham Palace?

.....

2. How often is the Changing of the Guard?

.....

3. How many guardsmen are there in the new guard?

.....

4. Who enters the gates of the Palace first?

.....

5. What is the name of the helmets that the soldiers are wearing?

.....

6. What are they made of?

.....

2.2. Make up short conversational situations based on these special questions with your partner. Both stimulus and response should impart definite, complete, reserved or weighty attitude.

### 3. Gap filling.

#### 3.1. Fill in the gaps in the sentences below.

1) London is Great Britain.

2) It's in        of England.

- 3) Every day at Buckingham Palace a famous ceremony.
- 4) There are always guardsmen-and policemen too- .....the Palace.
- 5) Every day a new guard of thirty guardsmen ..... to the Palace and the old guard.
- 6) First the band the gates of the Palace.
- 7) Then the new guard marches through the gates.
- 8) The guardsmen wear traditional uniform and .....
- 9) London has many like the Changing of the Guard.

3.2. Organise these sentences into a small text. You may add some details. Mark the stresses and tones to sound weighty and serious (Stepping Head + Low Fall).

## TEXT

### Buckingham Palace

London is the capital of Great Britain. It's in the south-east of England on the river Thames. In the centre of the city is Buckingham Palace, the London home of the kings and queens of this country. And every day at Buckingham Palace, there's a famous ceremony.

We're watching the Changing of the Guard.

There are always guardsmen – and policemen too – outside the Palace.

Every day a new guard of thirty guardsmen marches to the Palace and takes the place of the old guard.

This is one of the most popular sights for tourists in London. First the band marches through the gates of the Palace.

The job of the police is to stop the tourists from following the guards! Then the rest of the new guard marches through the gates.



The guardsmen wear traditional uniform: a red coat and a black helmet.

The helmet is called a “bearskin” and its’ made of fur.

London has many traditions like the Changing of the Guard and many sights for tourists to see.

Buckingham Palace is just one of them.

## **INCREASE YOUR CLARITY**

1. Transcribe the following proper names mentioned in the episode and practise saying them:

Buckingham Palace; London; Great Britain; England; the Thames.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary:

centre; famous ceremony; guardsman; sight; tourist; band; uniform; helmet; bearskin.

3. Read the following words and word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: in the south-east; in the centre; outside the Palace

loss of plosion: Great Britain; and takes; old guard; at Buckingham Palace; a red coat

nasal plosion: Britain

lateral plosion: capital

4. Read the following words you hear in the video, taking care to pronounce stops in word initial positions correctly. Mind that the complete obstruction should be released with a strong explosion. Make [p, t, k] aspirated.

[p]	[b]	[d]	[k]	[g]	[t]
palace	band	day	capital	gard	Thames
popular			country	gate	
			king		

Practise reading the words above at normal conversational speed.

5. Read the following sentences from the script, taking care to give the correct weak form of the prepositions at, of, to, for, from

1) In the centre of the city is Buckingham Palace, the London home of the kings and queens of this country.

2) And every day at Buckingham Palace, there's a famous ceremony.

3) Every day a new guard of thirty guardsmen marches to the Palace and takes the place of the old guard.

4) This is one of the most popular sights for tourists in London.

5) The job of the police is to stop the tourists from following the guards!

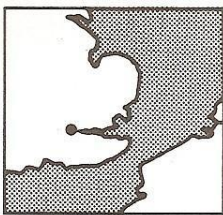
6) London has many traditions like the Changing of the Guard and many sights for tourists to see.

6. Capital cities.

6.1. a) Look at the map below and make sentences about them using the words you are given.

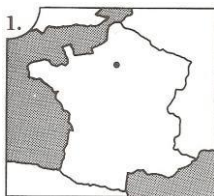
b) Give the transcription of the words

For example,



London/Great Britain/south-east/England

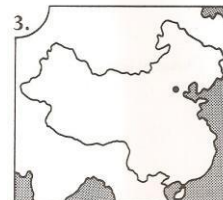
London is the capital of Great Britain. It's in the south-east of England.



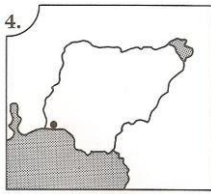
Paris/France/north



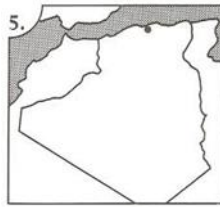
Rome/Italy/centre



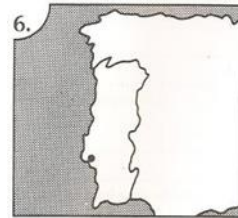
Beijing/China/north-east



Lagos/Nigeria/  
south coast



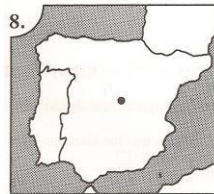
Algiers/Algeria/  
north coast



Lisbon/Portugal/centre



Tokyo/Japan/east



Madrid/ Spain/centre



Washington/ USA/  
north-east

6.2. Mark the stresses and tones in the sentences, and read them, paying particular attention to the pronunciation of the countries and their cities.

## ENRICH YOUR VOICE QUALITIES

### Breathing practice

1. Stand straight. Take a full breath through the mouth, count “one”, while breathing out count “one”, “two”. Breathe in through the mouth again counting “one”, “two”, “three”. Breath out through the mouth, count “one”, “two”, “three”, “four”. Continue in this way until you count “ten”, “fifteen”, “twenty”. Be sure not to allow any breath to escape between the counts.

2. Read the following numbers aloud, pausing at each dash. Inhale as often as it is necessary to sustain a firm tone:

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10.

1 2 – 3 4 – 5 6 – 7 8 – 9 10.

1 2 3 4 5 – 6 7 8 9 10.

1 2 3 4 – 5 6 – 7 8 9 10.

1 2 3 4 5 6 7 – 8 9 10.

3. Read the following paragraph aloud with the marked pauses.



A speaker / when he begins to talk / is never sure at the outset exactly / how long he will speak / before it appears appropriate for him to pause. / It is necessary, therefore, for him / to be in such complete command of his breathing / that he has a reserve of air in his lungs / to meet whatever demands / the process of communication places upon him/.

Now take a deep breath and begin reading without stopping at slant marks. What do you feel? Take this or your own paragraph each day and gradually you will be able to speak a greater number of words with each breath.

## READING

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.). Hearing the sound track may be achieved by using a QR or an ordinary audio with the sound track recorded.



London is the 'capital of 'Great Britain. It's in the 'south-east of England on the 'river Thames. In the 'centre of the city is 'Buckingham Palace the 'London 'home of the kings and queens of this country. And 'every 'day at 'Buckingham Palace, there's a 'famous ceremony. We're 'watching the 'Changing of the Guard. There are always 'guardsmen – and policemen too – outside the Palace. 'Every day a new 'guard of 'thirty guardsmen marches to the Palace and 'takes the 'place of the old guard.

2. Analyse the marked extract for a list of video script presentation techniques as they are displayed in the marked passage.

Presenting a script belongs to full pronunciation style that is characterized by distinct sound articulation and minor degrees of assimilation, reduction and elision.

As it is designed to evoke the public's emotions and response it should display a number of intonation features to make the text sound expressive:

1. increased loudness;
2. widened pitch range;
3. sense-group division (from 2 to 4 stressed syllables in a sense-group);
4. predominate use of the Gradually Descending or Broken Scales, including such highly expressive scales as Scandent and Sliding;
5. a variety of non-terminal tones (fall+rise or fall-rise, level tones);
6. the use of high falls, special rises, occasional slides as a means of highlighting key words;
7. the use of high pre-heads as an additional means of emphasis;
8. slowed-down tempo;
9. the use of only logical pauses;
10. deliberate timbre variations.

3. Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of the videoscrypt presentation techniques that are known to you. Discuss your variants with the teacher.

This is one of the most popular sights for tourists in London. First the band marches through the gates of the Palace. The job of the police is to stop the tourists from following the guards! Then the rest of the new guard marches through the gates.

The guardsmen wear traditional uniform: a red coat and a black helmet. The helmet is called a «bearskin» and it's made of fur.

London has many traditions like the Changing of the Guard and many sights for tourists to see. Buckingham Palace is just one of them.

4. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

5. Practise reading the text observing the Rules of Reading Aloud.

The Rules of Reading the Text Aloud:

1. Sit straight and face the audience.
2. Don't bend the head down to the text.
3. Hold both the head and book well up.
4. Don't glue the eyes firmly to the page, otherwise you rob the listener of one of your most valuable means of expression - your eyes.
5. Look at the audience at every convenient pause.
6. Don't direct your voice into the book; otherwise, you'll be almost inaudible.
7. Hold the book easily, don't clasp it to your chest.
8. Don't hurry. Take your time.

### **FOLLOW UP ASSIGNMENTS**

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.
2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.
3. Make a report on Buckingham Palace and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.
4. Record your reading and play it back for the teacher and your fellow-students to detect the possible errors. This will certainly stimulate discussion in your group.

### **MAKE UP DIALOGUES**

Remember that presenting a dialogue belongs to informal conversational style, which is characterized by a great number of elliptical and incomplete sentences, repetitions and overlapping. Dialogical speech is

marked by major degrees of assimilation, elision and reduction, and it displays a number of intonation features, such as:

1. fractional sense-group division (1-3 stressed syllables);
2. a great variety of terminal tones (both simple and complex);
3. a variety of non-terminal tones;
4. heterogeneous scales of all kinds;
5. high pre-heads;
6. a widened pitch-range;
7. the centralized sentence-stress;
8. a changeable tempo;
9. a great variety of pauses (both logical and hesitation).

1. You are watching the Changing of the Guard. Share your impressions with your partner.

2. Discuss the traditional uniform of the guardsmen in Buckingham Palace with your partner.

3. Buckingham Palace is opened for the visitors. Imagine that you're inside the Palace. Share your impressions with the partner. Give details about the inner decorations.

### **BACKGROUND TEXT**

1. Read this passage silently and be sure you understand every word in it.

The Palace is a working building and the centerpiece of Britain's constitutional monarchy. The Palace is also the venue for great Royal ceremonies, State Visits and Investitures, all of which are organized by the Royal Household.

Buckingham Palace is also the busy administrative headquarters of the monarchy and has probably the most famous and easily recognisable facade of any building in the world.

Buckingham Palace has 775 rooms. These include 19 State rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 offices and 78 bathrooms.

Although Buckingham Palace is furnished and decorated with priceless works of art that form part of the Royal collection, one of the major art collections in the world today, it is not an art gallery and nor it is a museum.



Buckingham Palace is one of the world's most familiar buildings and more than 50,000 people visit the Palace each year as guests to banquets, lunches, dinners, receptions and the Royal Garden Parties. Visitors are allowed access by an organized tour to some areas of the Palace.

The Changing of the Guard takes place in the forecourt of Buckingham Palace at 11.30 every day in summer, every other day in winter, and lasts about 45 minutes. The New Guard marches to the Palace from Wellington Barracks with a Guards band, the Old Guard hands over in a ceremony during which the sentries are changed and then returns to barracks. The New Guard then marches to St James's Palace leaving the detachment at Buckingham Palace.

2. Mark internal boundaries bearing in mind that there are five paragraphs in this text. Observe the difference in the duration of pauses (|, ||). Mark the stresses and tones. Try to use some of the videoscript presentation techniques.

3. Read the text observing the Rules of Reading Aloud. Coordinate your breathing with the pausation marked. Observe the length difference in pauses between sense-groups, sentences and paragraphs. Remember that a pause in the right place with the right timing and stress is one of the marks of your expressive interpretation of a text while reading aloud.

## PART 2. GREENWICH AND ST. KATHARINE'S DOCK



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

What role does the sea play in the history of Great Britain?

Do you know what the name of the fastest merchant ship was in the old days?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.

3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.



## VIEWING AND TALKING

### 1. General comprehension.

#### 1.1. Watch the whole scene and tick the right answer(s).

##### 1. What can you see in Greenwich?

- a museum
- a bridge
- a famous ship

##### 2. What was St. Katharine's Dock in the old days?

- a museum for boats
- a place for ships to stop and unload
- a place for traders to keep

##### 3. How do ships pass Tower Bridge? they can't pass

- the bridge opens
- the bridge is very high

1.2. While asking these special questions try to sound friendly, sympathetically interested, brisk and businesslike (Stepping Head + High Fall).

### 2. Detailed comprehension.

#### 2.1. Watch the scene again and tick the right answer.

##### 1. When was the Maritime Museum built? in 1862

- in 1762
- in 1752

2. How long did it take the Cutty Sark to sail from Australia to England?

- 32 days
- 62 days
- 72 days

##### 3. When was St. Katharine's Dock finished?

- at the end of the 1700s
- at the end of the 1800s in 1828

4. What did the bus driver do when the bridge started to open?

- he stopped
- he went backwards he went forwards

2.2. Make up short conversational dialogues based on these special question and answers. Both stimulus and response should impart definite and complete attitude with an additional colouring of being either serious and weighty (Stepping Head + Low Fall) or with mild and querulous surprise (Low Head + High Fall).

3. Matching.

3.1. Choose the phrases on the right which complete the phrases on the left.

- |  |   |
|--|---|
| 1. One of the most popular sights for tourists ..... | the most beautiful in Greenwich.                  |
| 2. The Cutty Sark ...                                | the most important financial centre in the world. |
| 3. The best way to get to Greenwich ...              | the fastest merchant ship on the sea.             |
| 4. The Maritime Museum.                              | one of the most famous bridges in London.         |
| 5. Tower Bridge ...                                  | The Changing of the Guard.                        |
| 6. The biggest city in Britain ...                   | by boat. London.                                  |
| 7. Once the City of London                           |   |

3.2. Organise these sentences into a small text. You may add some details. Mark the stresses and tones to sound light and airy. Try to show personal concern and involvement (Stepping Head + High Fall). Read these sentences aloud.



## TEXT

### Greenwich and St. Katharine's Dock

If you follow the River Thames towards the sea, you'll come to Greenwich, in south-east London. Here you can visit the Maritime Museum – a museum for ships and the sea. It was built in 1762 as a hospital for sailors.



The sea has always been important for Britain, and for London, because of trade. This old and beautiful ship is the Cutty Sark, a merchant ship that carried tea from China. She was the fastest merchant ship on the sea and once she sailed



from Australia to England in only 72 days. Today you see tourists on her decks, not sailors. You can get to Greenwich by bus or by train. But perhaps the best way is by boat.

Many merchant ships sailed to London in the old days. But there were no proper docks for them until the end of the seveneenth hundreds. St. Katharine's Dock was finished in 1828. In these buildings, traders stored ivory and marble, wine and spices from the East. Today there are no merchant ships in St. Katharine's Dock, but it's a popular place for yachts and a museum for unusual boats.

Very near St. Katharine's Dock is Tower Bridge. It opens when ships want to pass. The machinery for raising it is in the two towers. Once, a bus was in the middle of the bridge when it started to open, but the driver didn't stop. He drove on – just in time!



## INCREASE YOUR CLARITY

1. Transcribe the following proper names mentioned in the episode and practise saying them:

Greenwich; St. Katharine's Dock; The Maritime Museum; Cutty Sark; China; Australia; Tower Bridge.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary:

towards; to trade, a trader; merchant ship; ivory; marble; spices; yacht; machinery; deck; dock.

3. Read the following word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: towards the sea; visit the museum; and the sea; on the sea; from Australia; by train; perhaps the best way; in the old days; until the end; in these buildings; in the middle; but the driver.

loss of plosion: that carried tea; get to; but perhaps; sailed to; old days; when ships want to pass; when it started to open.

nasal plosion: Britain.

lateral plosion: hospital; middle.

4. Learn to pronounce dates correctly. Notice the stress pattern when you say dates like this in English:

1762: 'seventeen sixty `two 1700: 'seventeen `hundreds 1828: 'eighteen twenty `eight

Practise saying the sentence you hear in the episode and some other sentences containing dates. Make sure that you observe the correct stress pattern for the dates:

1) The Maritime Museum was built in 1762 as a hospital for sailors.

2) St. Katharine's Dock was finished in 1828. Now practise saying these dates.

1511 1540 1681 1720 1777 1804 1861

1903 1956 1984 1999 2001 2012 2040

5. Do you know what a homophone is? A homophone is a word that is pronounced the same as another word but differs in meaning. The words may be spelled the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as sea (море) and see (видеть).

1) The sea has always been important for Britain, and for London, because of trade.

2) Today you see tourists on her decks, not sailors.

How are the underlined words in the following sentences pronounced and translated?

1) I don't have anything to wear to my interview.

2) I wonder where she lives.

3) A witch is a woman who has magic powers.

4) Which way did they go?

5) I'm getting too old for dangerous sports like hockey.

6) He's only two, but speaks like a grown-up.

6. Statements with "there is", "there are" are pronounced as Gradually Descending Scales. The introductory "there" may have either a strong or a weak form, although usually it is not stressed.

Read these sentences, be sure you use the correct form of "there".

1) Today there are no merchant ships in St. Katharine's Dock.

2) But there were no proper docks for them until the end of the seventeen hundreds.

3) There are always guardsmen - and policemen too - outside the Palace.

Write down 3-5 sentences with the construction "there is", "there are" and practise saying them.

## **ENRICH YOUR VOICE QUALITIES**

### **Articulation**

1. Speak the following 3 times each, start slowly and gradually increase your speed. Speak very quietly but from each of the consonant sounds distinctly.

The tip of the tongue, the teeth and the lips. Look at the windmills whirling in the wind. I'm pulling a long length of stirring.

2. Repeat the following sentence 3 times each: Two flew through the window.

Try to attend and take the best.

Clean the carcass as quickly as you can.

3. Read the following articulation warm-up: Give me the gift of a grip-top sock,

A clip drape shipshape tip top sock.

Not your spin slick slapstick slipshod stock, But a plastic, elastic grip-top sock.

None of your fantastic slack swap slop

From a slap dash flash cash haberdashery shop.

Not a knick knack knit lock knock need knickerbockers sock With a mock-shot blob-mottled trick-ticker top clock.

Not a supper sheet seersucker rucksack sock,

Not a spot-speckled frog-freckled cheap sheik's sock Off a hodge-podge moss-blotched scotch-botched block. Nothing slipshod drip drop flip flop or grip glop

Tip me to a tip top grip top sock.

## READING

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.). Hearing the sound track may be achieved by using a QR or an ordinary audio with the sound track recorded.



If you 'follow the 'River ,Thames | to'wards the 'sea |, you'll 'come to ,Greenwich |, in 'south- ,east London ||. 'Here you can 'visit the 'Maritime Museum | – a 'museum for ,ships| and the ,seal|. It was 'built in 1'762| as a 'hospital for ,sailors||.

The 'sea has 'always been im'portant for ,Britain|, 'and for 'London|, be'cause of ,tradel|. This 'old and 'beautiful ,ship| is the 'Cutty ,Sark|, a 'merchant ,ship| that 'carried 'tea from ,China||. She was the 'fastest 'merchant 'ship on the 'sea| and 'once| she 'sailed from Aus'tralia to ,England | in only '72 ,days||. 'Today| you 'see 'tourists on her ,decks|, 'not ,sailors||. You can 'get to 'Greenwich by ,bus | or by ,train||. But per'haps the ↑best ,way | is by ,boat ||.

2. Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of videoscrypt presentation techniques that are known to you. Discuss your variants with the teacher.

Many merchant ships sailed to London in the old days. But there were no proper docks for them until the end of the seventeen hundreds. St. Katharine's Dock was finished in 1828. In these buildings, traders stored ivory and marble, wine and spices from the East. Today there are no merchant ships in St. Katharine's Dock, but it's a popular place for yachts and a museum for unusual boats.

Very near St. Katharine's Dock is Tower Bridge. It opens when ships want to pass. The machinery for raising it is in the two towers. Once, a bus was in the middle of the bridge when it started to open, but the driver didn't stop. He drove on – just in time!

3. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

4. Practise reading the text observing the Rules of Reading Aloud.

## **FOLLOW UP ASSIGNMENTS**

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.
2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.
3. Make a report on Greenwich and St. Katharine's Dock and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.
4. Record your reading and play it back for the teacher and your fellow-students to detect the possible errors. This will certainly stimulate discussion in your group.

## **MAKE UP DIALOGUES**

1. Great Britain is traditionally called a sea country. Discuss the special love of the English for the sea with your partner.
2. Imagine that you're in the Maritime Museum. Why do the British use the pronoun "she" when speaking about all kinds of vessels? Share your impressions with the partner.
3. Discuss with your partner how you can get to Greenwich from London.

Do not forget the intonation features specific for dialogical speech.

## **BACKGROUND TEXT**

1. Read this passage silently and be sure you understand every word in it.

Walk alongside the Tower walls and suddenly you are thrust into the most modern area of London. The contrast between London the Old and London the New will never be more apparent. Meanwhile, you can sit at St

Katharine's Dock and have a drink and pretend you are somewhere completely different. It's pretty hard to believe that moments before you were inside the ancient walls of The Tower. Dickens's Inn can also be found here. It used to be a spice warehouse (18th century) but now it's an inn with vaulted ceilings and fairly decent place to eat.



Disliked by most when constructed in 1894, the Tower Bridge has become a symbol of London. The Tower Bridge, named after its two impressive towers, is one of London's best-known landmarks.

This Victorian Bridge is now more than 100 years old. Designed by Wolfe Barry and Horace Jones, and completed in 1894, the middle of the bridge can be raised to permit large vessels to pass the Tower Bridge. It used to be raised about 50 times a day, but nowadays it is only raised 4 to 5 times a week.

The bridge is 60 metres long and its towers rise to a height of 43 meter. From the top of the towers, you have a great view on the centre of London. You can also visit the inside of the tower, where you can observe the original mechanism used to raise the bridge.

2. Mark internal boundaries bearing in mind that there are three paragraphs in this text. Observe the difference in the duration of pauses (|, ||). Mark the stresses and tones. Try to use some of the videoscript presentation techniques.

3. Read the text observing the Rules of Reading Aloud. Observe the length difference in pauses between sense-groups, sentences and paragraphs. Remember that distinct pronunciation of sounds is one of the marks of your expressive interpretation of a text while reading aloud.

## PART 3. THE TOWER OF LONDON



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

What places of interest do you know in London that resemble you the Kremlin?

Do you know what happens on a royal birthday?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.





3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.

## **VIEWING AND TALKING**

1. General comprehension.

1.1. Watch the whole scene and tick the right answer.

1. William the Conqueror built the Tower of London

- to please the Normans
- to frighten the English
- to protect Londoners

2. Beefeaters are

- Royal guards of today
- policemen
- warders of the Tower

3. The Changing of the Guard ceremony at the Tower happens on

- Tower Green
- in the Jewel House
- in the White Tower

1.2. Make up sentences with the right answers. Write them down.

Mark the stresses and tones so as to sound friendly, polite and airy (Stepping Head + High Fall).

1.3. Make up sentences with the right answers to show an impressed reaction to something you have heard. Mark the stresses and tones so as to sound impressed and censorious (Stepping Head + Rise- Fall).

2. Detailed comprehension.

2.1. Watch the scene again. Three of the sentences below are false.

Which ones?

1. The Tower of London is on the north bank of the Thames.
2. William the Conqueror invaded Britain in 1066.
3. People say that the king's ghost walks in the Tower at night.
4. The walls of the White Tower are thirty metres high.
5. The beefeaters wear the uniform of royal guards of the year 1600.
6. The guardsmen on Tower Green are part of the same regiment

that guards Buckingham Palace.

7. They fire guns on Tower Green every day.

2.2. Make up short conversational situations based on the true and false statements. Your partner will suggest a stimulus using either true or false statements (Stepping Head + High Fall). You in your turn respond to it imparting impressed, ironic attitude correspondingly (Stepping Head + Rise-Fall).

3. Gap filling.

3.1. Fill in the missing verbs in the sentences below. Then watch the first part of the scene again to check your answers.

1. It was ..... by William the Conqueror, who ..... Britain in 1066.
2. He .... the Tower to .... and .... the English.
3. It ..... a long and cruel history.
4. The ghosts of the men and women who ..... in the Tower still .....

here at night.

5. There's also a Jewel House, which ..... the famous Crown Jewels.

3.2. Write sentences down. Mark the stresses and tones to impart a self-satisfied and even challenging attitude.

## **TEXT**

### The Tower of London

The ancient Tower of London is on the north bank of the Thames, next to Tower Bridge. It was started by William the Conqueror who invaded Britain in 1066. He built the Tower to impress and frighten the English. It has a long and cruel history.

It was once a prison for enemies of the king. People say the ghosts of the men and women who died in the Tower still walk here at night. There are many buildings here, but the most important is the White Tower, which is the oldest. Its walls are thirty metres high. There's also a Jewel House which contains the famous Crown Jewels.

The men who guard the Tower – and the Crown Jewels – are the Warders or Beefeaters. They can tell you everything about its history. Their clothes are the uniform of royal guards of year 1500.

As well as Beefeaters, other soldiers guard the Tower – guardsmen of a regiment of foot soldiers – the same regiment that guards Buckingham Palace. And they have their own ceremony on Tower Green.

Sometimes you can see another regiment firing its guns. This happens on special occasions, like a royal birthday. Today the Tower no longer frightens Londoners, but the guns sometimes frighten visitors!

### **INCREASE YOUR CLARITY**

1. Transcribe the following proper names mentioned in the episode and practise saying them:

The Tower of London; William the Conqueror; The White Tower; A Jewel House; The Crown Jewels; The Warders; The Beefeaters; Tower Green.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary.

ancient; to invade; to frighten; ghost; metre; clothes; royal; regiment; occasion; birthday.

3. Read the following word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: on the north bank; frighten the English; in the tower; he built the Tower; but the most important; guard the Tower, and the Crown Jewels; regiment that; but the guns

loss of plosion: the ancient tower; it was started by; who invaded Britain; that guards; the White Tower; next to Tower Bridge; and cruel

nasal plosion: Britain, frighten, at night

4. Each of the following words used in the video who, walk, long, ghosts, frighten, metre contains a silent letter (w - in who; l - in walk; h - in ghosts, g - in long; gh - in frighten; r - in metre).

Here are some more words containing silent letters. Practise saying them correctly.

w write, wrong, answer, yellow

l talk, half, could, calf

h hour, what, school, which

g gnaw, gnome, gnat

gh right, ought, eight

r car, more, brother, core

5. The words tower, royal, firing used in the part contain triphthongs. Do you remember what a triphthong is? It is a glide from one vowel to another and then to the third, all produced rapidly and without interruption.

Read the following sentences with these words from the video. Do not forget that in present-day English the middle of the three vowel qualities of the triphthong can hardly be heard:

1) The ancient Tower of London is on the north bank of the Thames, next to Tower Bridge.

2) Their clothes are the uniform of royal guards of year 1500.

3) Sometimes you can see another regiment firing its guns.

Here are some more words with the triphthongs. Read them making sure that the second element of the triphthong is weak:

choir, power, hour, towel, spire.

Make up sentences with these words.

6. Read the following sentence you hear in the episode. Bear in mind that the conjunction as ... as is never stressed:

1) As well as Beefeaters, other soldiers guard the Tower – guardsmen of a regiment of foot soldiers – the same regiment that guards Buckingham Palace.

Read the following sentences, making sure that the conjunction as ... as is not stressed:

- 1) He was as pale as a ghost.
- 2) She is as busy as a bee.
- 3) Her hands were as cold as ice.
- 4) The sea is as deep as the mountains are high.
- 5) That isn't as simple as it sounds.

7. Make one sentence out of the two sentences in each line below, by using "who" or "which".

1. This is the Tower of London. It is on the north bank of the Thames.

.....  
 .....

2. It was started by William the Conqueror. He wanted to impress and frighten the English.

.....  
 .....

3. This is the White Tower. It is the oldest.

.....  
 .....

4. You can see the Warders of the Tower. They guard the Crown Jewels.

.....  
 .....

5. The cannons make a lot of noise. This sometimes frightens visitors.

.....  
 .....

Read your answers bearing in mind the intonation of complex sentences.

Complex sentences contain the principal clause and one or more subordinate clauses. If the subordinate clause is in post-position and the principal clause present a single semantic whole, they do not form separate

intonation groups. The choice of the final terminal tone in this case is determined by the communicative type of the sentence. If the principal clause implies continuation, or each of the clauses (principal and subordinate) is semantically independent they arrange separate intonation groups. The principal clause in this case may be pronounced with the falling, rising or even falling-rising tone. Subordinate clauses preceding the principal clause form separate intonation groups, as a rule. The terminal tone of the first intonation group is determined by its semantic value.

### **ENRICH YOUR VOICE QUALITIES**

1. Say the following letting your voice fall in pitch on each word:

I can make my voice fall lower and lower.

Say the following letting your voice rise in pitch on each word: higher.

I can make my voice climb higher and higher.

2. Count from 1 to 10 beginning on a low note and getting higher on each number. Then the pitch and the numbers descend from 10 to 1.

3. Read aloud the following words and phrases at a pitch level appropriate to the meaning expressed by each:

Begin low – then talk high – a little higher still – now low again – now very low – speak at a medium pitch – now very high – now higher still – can you make it higher? – now very low – finish at a medium.

### **READING**

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.). Hearing the sound track may be achieved by using a QR or an ordinary audio with the sound track recorded.



The 'ancient 'Tower of ,London| is on the 'north 'bank of the ,Thames|, next to 'Tower ,Bridgell. It was 'started by 'William the ,Conqueror| who

in'vaded 'Britain in '106`6||. He `built the Tower| to imp,ress| and ,frighten the English||. It has a 'long and 'cruel ,history||. It was 'once a 'prison for 'enemies of the ,king||. 'People ,say| the 'ghosts of the ,men| and ,women| who 'died in the `Tower| still 'walk here at ,night||. There are 'many ,buildings here|, but the ↑most im'portant is the `White Tower|, which is the ,oldest||. Its 'walls are 'thirty 'metres ,high||. There's 'also a 'Jewel ,House| which con'tains the 'famous 'Crown ,Jewels||.

2. Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of videoscrypt presentation techniques that are known to you. Discuss your variants with the teacher.

The men who guard the Tower – and the Crown Jewels – are the Warders or Beefeaters. They can tell you everything about its history. Their clothes are the uniform of royal guards of year 1500.

As well as Beefeaters, other soldiers guard the Tower – guardsmen of a regiment of foot soldiers – the same regiment that guards Buckingham Palace. And they have their own ceremony on Tower Green.

Sometimes you can see another regiment firing its guns. This happens on special occasions, like a royal birthday. Today the Tower no longer frightens Londoners, but the guns sometimes frighten visitors!

3. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

4. Practise reading the text observing the Rules of Reading Aloud.

### **FOLLOW UP ASSIGNMENTS**

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.

1.1. Make a note of who is doing each action below. Watch the scene again, if necessary.

showing visitors around .....

holding a little girl's hand .....



- taking photographs .....
- watching the ceremony .....
- carrying a sword .....
- playing a bugle .....
- giving commands .....
- firing guns .....
- blocking her ears .....

1.2. Now write sentences using your notes, like this: I saw Beefeaters showing visitors around.

.....

.....

.....

.....

.....

.....

.....

.....

2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.

3. Make a report on Tower of London and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.

4. Record your reading and play it back for the teacher and your fellow- students to detect the possible errors. This will certainly stimulate discussion in your group.

**MAKE UP DIALOGUES**

1. You and your partner are discussing the Crown and Diamonds Exhibition in the Tower of London.

2. You don't believe in ghosts. But your friend assures you that you can see ghosts of many famous people in the Tower of London.

3. You are a guide with a Russian group for a coming tour in London. What are you going to show and to tell the tourists about the Tower of London? Discuss it with your partner.

Do not forget the intonation features specific for dialogical speech.

### **BACKGROUND TEXT**

1. Read this passage silently and be sure you understand every word in it.

The Tower of London is a royal fortress, on the north banks of the River Thames. It is the home of the Crown Jewels.

Originally built by William the Conqueror, following his successful invasion of England in 1066, it has been guarding this part of London for over 900 years.

It is perhaps better known as a prison. The prisoners would be brought, via the river, from Westminster where they would have been tried and crowds would wait on the river bank to find out the verdict to see if they would be treated to the spectacle of a public execution. The executioner, with his long sharp axe would stand behind the accused on the boat. If the accused was guilty he would point his axe towards the victim and if not guilty he would point it away. People knew that if found guilty there would be a public execution 48 hours later.

The responsibility for looking after the prisoners was given to the Yeomen Warders or Beefeaters (These guards, although looking very similar, are different from the Yeomen of the Guard).

The Yeomen Warders originate from twelve Yeomen of the Guards, who were once private bodyguards of Henry VIII.

The Yeomen Warders job title is “Yeoman Warder of Her Majesty's Royal Palace and Fortress the Tower of London, and Members of the Sovereign's Body Guard of the Yeoman Guard Extraordinary”.



In the centre of the Tower of London is the famous White Tower. It is the oldest part of the fortress and was built on the site of the Norman Keep built by William the Conqueror.

The Tower, or Bloody Tower as it is known, has been host to many famous executions and imprisonments, including those of Anne Boleyn, Catherine Howard, Lady Jane Grey and Sir Walter Raleigh. Elizabeth I was held prisoner in the Tower for two months by the order of her half sister, Queen Mary. Mary felt that her throne was being threatened by Elizabeth, so she imprisoned her in the Tower.

Today the Tower of London houses the Crown Jewels and is open to the public as a museum.

A ceremonial guard is provided by the Yeomen Warders. One of their main ceremonial functions is the daily Ceremony of the Keys. Every night for the last 700 years the Tower has been locked up in the Ceremony of the Keys.

At 21:53 each night the Chief Yeoman Warder of the Tower, dressed in Tudor uniform, sets off to meet the Escort of the Key dressed in the well-known Beefeater uniform. Together they tour the various gates ceremonially locking them, on returning to the Bloody Tower archway they are challenged by a sentry (foot guard).

2. Mark internal boundaries. Observe the difference in the duration of pauses (|, ||). Mark the stresses and tones. Try to use some of the videoscript presentation techniques.

3. Read the text observing the Rules of Reading Aloud. Coordinate your breathing with the pausation marked. Observe the length difference in pauses between sense-groups, sentences and paragraphs. Remember that a wide variation of your pitch level and range is one of the marks of your expressive interpretation of a text while reading aloud.

## PART 4. ST. PAUL'S CATHEDRAL



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

Do you know what Christopher Wren was? What is his masterpiece? What occasions are held in the cathedral?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.

3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.



## VIEWING AND TALKING

### 1. General comprehension.

#### 1.1. Watch the whole scene, and then answer these questions:

1. What is the City of London?

.....

2. What was Sir Christopher Wren?

.....

3. What happened in St. Paul's Cathedral in 1981?

.....

1.2. While asking these special questions show much interest in the subject and sound friendly and sympathetic (Falling Head + Low Rise).

### 2. Detailed comprehension.

#### 2.1. Watch the scene again and answer these questions.

1. How long did it take to finish St. Paul's?

.....

2. How high is St. Paul's?

.....

3. How can you get to the dome?

.....

4. What happens if you whisper on one side of the dome in the Whispering Gallery?

.....

5. Where is Sir Christopher Wren buried?

.....

2.2. Make up short conversational situations based on questions above and your answers. While asking these special questions try to show interest not only in receiving the information asked for but also in the listener himself (Stepping Scale + Low Rise).

### 3. Write questions.

#### 3.1. Write the questions that give you the answers below.

1. Where .....

In the heart of the City.

2. When .....

It was built after the great Fire of London.

3. Who .....

Sir Christopher Wren.

4. How many .....

More than fifty.

5. Where .....

It's inside the dome.

6. When .....

They were married in 1981.

7. Who .....

Many famous people, including Sir Christopher Wren.

3.2. Write down these special questions. Mark the stresses and tones to sound friendly, sympathetically interested, brisk and businesslike (Stepping Head + High Fall). Change them into ones that sound puzzled and wondering (Low Rise is on the interrogative).

## TEXT

### St. Paul's Cathedral

St. Paul's Cathedral was built after the Great Fire of 1666. It stands in the heart of the City – the business centre of London. The architect was Sir Christopher Wren. It took him thirty-five years to finish St. Paul's. The cathedral is a hundred and ten metres high from the floor to the top of the cross and you can climb the 627 steps up to the dome. Wren designed St. Paul's to give a feeling of space and light. He built more than fifty churches after the Fire, but this is his masterpiece.

Inside the dome is the Whispering Gallery. If you whisper close to the wall on one side of the dome, you can be heard on the other side. St. Paul's has seen many important occasions, like the Royal Wedding of 1981 when Prince Charles and Princess Diana were married. And famous people are

buried here. Sir Christopher Wren himself is buried in the floor under the dome.

St. Paul's Cathedral is an island of peace in the noise and activity of one of the biggest financial centers in the world.

### INCREASE YOUR CLARITY

1. Transcribe the following proper names mentioned in the episode and practise saying them:

St. Paul's Cathedral; the Great Fire; the City; Sir Christopher Wren; the Whispering Gallery; the Royal Wedding; Prince Charles; Princess Diana.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary.

architect; dome; to design; masterpiece; to whisper; to bury; financial.

3. Read the following word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: in the heart of the City, but this is his masterpiece, inside the dome, in the floor, in the noise, in the world

loss of plosion: St. Paul's, it took him, and ten metres high, and light

4. Two words that we hear in the video: architect and church contain the letters ch, but in the first word they are pronounced as [k] (['a:kɪ.tekt]) and in the second word – as [tʃ] ([tʃə:tʃ]).

The following words all contain these letters. Put them into the correct column according to the two sound values of the letter ch:

chip, rich, bachelor, chance, choir, children, chemical, technology, choice, character, research, echo

[tʃ]	[k]



5. Two words meaning hereditary titles are used in the video: prince, princess. Here are the names of some other titles:

count – countess, viscount – viscountess, duke – duchess

Do you know the right pronunciation of these titles? Consult a pronouncing dictionary if necessary.

6. Two sentences in the episode contain dates. Do you still remember the correct stress pattern for reading them? Listen to the soundtrack, mark the stressed words and practise reading the sentences.

1) St. Paul’s Cathedral was built after the Great Fire of 1666.

2) St. Paul’s has seen many important occasions, like the Royal Wedding of 1981 when Prince Charles and Princess Diana were married.

Here are some more sentences containing dates from the previous part. Practise reading these sentences:

1) It was started by William the Conqueror who invaded Britain in 1066.

2) Their clothes are the uniform of royal guards of the year 1500.

## **ENRICH YOUR VOICE QUALITIES**

### **Tone**

1. Yawn on each of the following vowels – OO, AH, EE. Do this 5 times on each vowel.

2. Intone gently, marking the vowels very long – “who are you” and “can you see”. Do it 3 times.

3. Intone the following, repeating each pattern 3 times.

no, no, no, no, no

moo, moo, moo, moo, moo

we, we, we, we, we

mah, mah, mah, mah, mah

nee, nee, nee, nee, nee

no, mah, nee, mah

## READING

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.). Hearing the sound track may be achieved by using a QR with the sound track recorded.



St. Paul's Cathedral was built after the Great Fire of 1666. It stands in the heart of the City – the business centre of London. The architect was Sir Christopher Wren. It took him thirty-five years to finish St. Paul's. The cathedral is a hundred and ten metres high from the floor to the top of the cross and you can climb the 627 steps up to the dome. Wren designed St. Paul's to give a feeling of space and light. He built more than fifty churches after the Fire, but this is his masterpiece.

2. Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of video script presentation techniques that are known to you. Discuss your variants with the teacher.

Inside the dome is the Whispering Gallery. If you whisper close to the wall on one side of the dome, you can be heard on the other side. St. Paul's has seen many important occasions, like the Royal Wedding of 1981 when Prince Charles and Princess Diana were married. And famous people are buried here. Sir Christopher Wren himself is buried in the floor under the dome.

St. Paul's Cathedral is an island of peace in the noise and activity of one of the biggest financial centres in the world.

3. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

4. Practise reading the text observing the Rules of Reading Aloud.

## FOLLOW UP ASSIGNMENTS

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.
2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.
3. Make a report on St. Paul's Cathedral and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.
4. Record your reading and play it back for the teacher and your fellow-students to detect the possible errors. This will certainly stimulate discussion in your group.

### **MAKE UP DIALOGUES**

1. You are supposed to make a report on St. Paul's Cathedral at the coming conference. Discuss the most important aspects of its history with your partner.
2. You are in a tourist agency asking about the possibility of visiting St. Paul's Cathedral in London. Is St. Paul's full of history?
3. You and your partner are organizing a conference on Sir Christopher Wren, one of the famous architects in London.  
Do not forget the intonation features specific for dialogical speech.

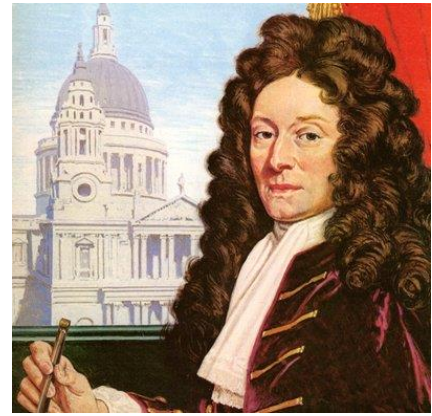
### **BACKGROUND TEXT**

1. Read this passage silently and be sure you understand every word in it.

The present Cathedral was designed by the court architect Sir Christopher Wren and built between 1675 and 1710 after its predecessor was destroyed in the Great Fire of London. Its architectural and artistic

importance reflect the determination of the five monarchs who oversaw its building that London's leading church should be as beautiful and imposing as their private palaces.

Since the first service took place here in 1697. Wren's masterpiece has been where people and events of overwhelming importance to the country have been celebrated, mourned and commemorated.



Important services have included the funerals of Lord Nelson, the Duke of Wellington and Sir Winston Churchill; Jubilee celebrations for Queen Victoria; peace services marking the end of the First and Second World Wars; the launch of the Festival of Britain; the Service of Remembrance and Commemoration for the 11th September 2001: the 80th and 100th birthdays of Queen Elizabeth, the Queen Mother; the wedding of Charles, Prince of Wales, to Lady Diana Spencer and, most recently, the thanksgiving services for both the Golden Jubilee and 80th Birthday of Her Majesty the Queen.

Over the centuries, St Paul's has changed to reflect shifting tastes and attitudes. Decoration has been added and removed, services have been updated, different areas have been put to new uses. Today, the history of the nation is written in the carved stone of its pillars and arches and is celebrated in its works of art and monuments.

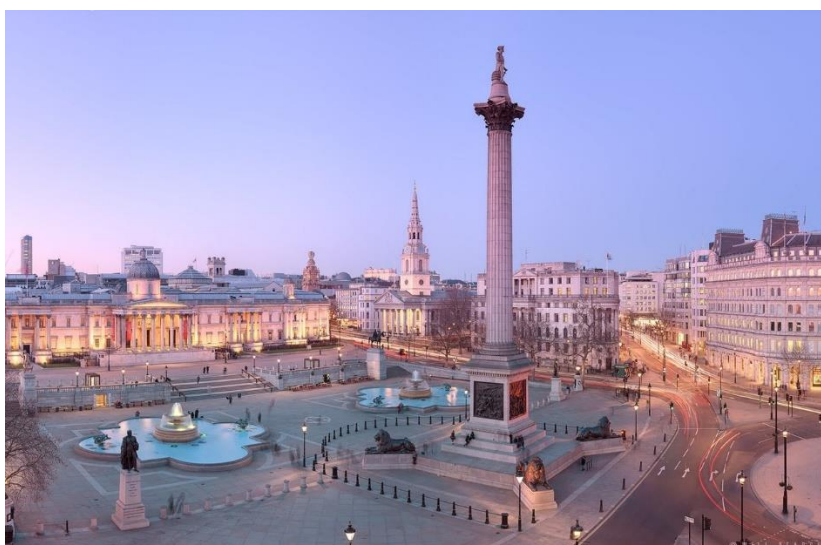
Throughout, St Paul's has remained a busy, working church where millions have come to worship and find peace. It is a heritage site of international importance which attracts thousands of people each year, a symbol of the City and Nation it serves and, above all, a lasting monument to the glory of God.

2. Mark internal boundaries bearing in mind that there are five paragraphs in this text. Observe the difference in the duration of pauses (|,

||). Mark the stresses and tones. Try to use some of the videoscript presentation techniques.

3. Read the text observing the Rules of Reading Aloud. Coordinate your breathing with the pausation marked. Observe the length difference in pauses between sense-groups, sentences and paragraphs. Strive for an efficient and forceful phonation during the whole text.

## PART 5. WESTMINSTER AND TRAFALGAR SQUARE



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

What is the political centre of London? What is the name of London's famous clock?

What was Nelson? Where does his statue stand?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.

3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.



## VIEWING AND TALKING

### 1. General comprehension.

1.1. In this scene you will see all the sights below. Watch the scene and mark them in the order you hear about them. Number them 1-7.

- Nelson's column
- The Houses of Parliament
- The National Gallery
- Westminster Abbey
- The Statue of Eros
- Big Ben
- White Hall

1.2. Make up sentences with these names of places. Write them down. Mark the stresses and tones to sound questioning as if trying to elicit the repetition of something you didn't hear well (Stepping Head + High Rise). Example: 92.

### 2. Detailed comprehension.

2.1. Watch the scene again. Which sentences below are true (T) and which are false (F)?

1. Westminster lies on the south bank of the Thames.
2. There are two Houses of Parliament.
3. William the Conqueror was crowned in the House of Lords.
4. Big Ben is the name of a bell.
5. Admiral Lord Nelson won a battle at sea in 1805.
6. The pigeons in Trafalgar Square are popular with everyone.
7. Piccadilly Circus is not far from Trafalgar Square.

2.2. Write them down. Mark the stresses and tones to sound questioning as if trying to elicit the repetition of something you didn't hear well (Stepping Head + High Rise).

### 3. Match and write.

3.1. Match the descriptions below with the right picture and write them next to picture. Then write a short description of each of the sights in your own words.

The House of Commons and the House of Lords. The political centre in the United Kingdom.

Almost every coronation has happened here. Next to Parliament.

It looks over the sea of pigeons.

It's the name of the bell in the tower.

It stands in the heart of London's West End. It commemorates a sea victory.

The Greek god of love.

London's famous clock tower. At Piccadilly Circus.

The statue of Admiral Lord Nelson. It rises over Parliament.

The nation's leaders and representatives meet here.



1. ....

2. ....

3. ....

This is Big Ben .....

.....

.....

.....



1. ....

2. ....

3. ....

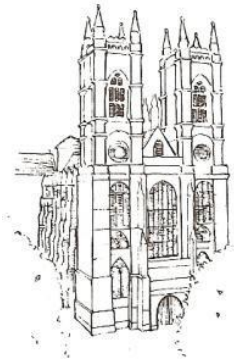
These are the houses of Parliament .....

.....

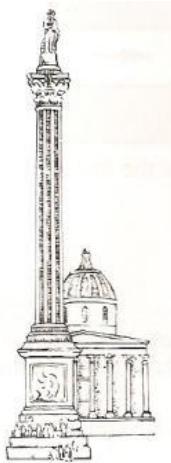
.....

.....

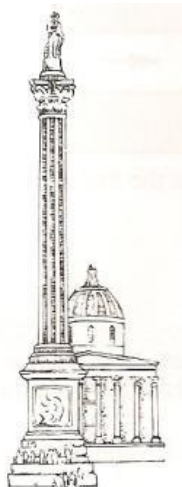




1. ....  
 2. ....  
 This is Westminster Abbey .....  
 .....  
 .....  
 .....



1. ....  
 2. ....  
 3. ....  
 This is the Statue of Eros .....  
 .....  
 .....  
 .....



1. ....  
 2. ....  
 3. ....  
 This is Nelson's Column .....  
 .....  
 .....  
 .....

3.2. Organise these sentences into the text. Mark the stresses and tones to express different attitudinal functions. Practise the following tones:  
 Stepping Head + Low Fall,  
 Stepping Head + High Fall, Stepping Head + Rise-Fall.  
 Try to sound casual and quick. Account for your choice of the tunes.

## TEXT

### Westminster and Trafalgar Square

Westminster lies on the north bank of the river, to the west of the City. It's the political centre of the United Kingdom – the home of the British Parliament. The nation's leaders and the men and women who represent the British people meet and debate in the two Houses of Parliament – The House of Commons and The House of Lords.

Next to Parliament is Westminster Abbey. Almost every coronation has happened here since William the Conqueror.

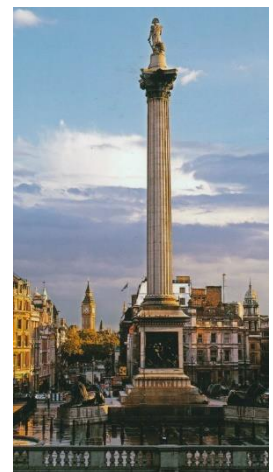
And above Parliament rises London's famous clock tower – Big Ben. Its four white faces look north, south, east and west. But Big Ben isn't really the name of the clock. It's the name of the bell inside the clock.



They say that one of the best ways to see London is from the top of a bus. So, let's leave Parliament Square and go along Whitehall. On your left is the headquarters of the Royal Horse guards.

And Trafalgar Square is straight ahead. In the middle of Trafalgar Square is Nelson's Column.

This commemorates the sea victory of Admiral Lord Nelson at Trafalgar in 1805. Nelson spent his life looking over the sea. And his statue also looks over a sea – a sea of pigeons. These pigeons are probably the fattest in the world. They're popular with the tourists, but unpopular with the people who look after the buildings.



One of these is the National gallery – home of many famous paintings.

A short bus ride away from Trafalgar Square is Piccadilly Circus, where Eros, the Greek god of love, stands in the heart of London's West End.



## INCREASE YOUR CLARITY

1. Transcribe the following proper names mentioned in the episode and practise saying them:

National Gallery; Piccadilly Circus; Eros; the Greek God; West End.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary.

political centre; to debate; coronation; headquarters; to commemorate; statue.

3. Read the following word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: on the north bank, and the men, represent the British people, in the two houses of parliament, and the House of Lords, in the middle of Trafalgar Square, in the world, in the heart of London's West End

loss of plosion: but Big Ben, and Trafalgar Square

4. The words national and political that are used in the video are derivatives from the nouns nation and politics. All together they form a word family. Here are some other word families. Transcribe the words and mark the stressed syllables. Consult a pronouncing dictionary. Learn the words.

noun adjective person verb

nation national nationalist nationalise

politics political politician politicise

competition competitive competitor compete

photograph photographic photographer photograph

5. In phrasal verbs both the verb and the adverbial particle are stressed. Read the following sentences from the script of part 5, making sure that both components are stressed:

1) So, let's leave Parliament Square and go along Whitehall.

2) Nelson spent his life looking over the sea. And his statue also looks over a sea – a sea of pigeons.

3) They're popular with the tourists, but unpopular with the people who look after the buildings.

Here are some more sentences with phrasal verbs from previous parts. Practise reading them correctly.

1) First the band marches through the gates of the Palace.

2) Then the rest of the new guard marches through the gates.

3) He drove on – just in time!

6. A number of sentences you hear in the episode contain double-stressed words. Here they are:

1) Almost every coronation has happened here since William the Conqueror.

2) On your left is the headquarters of the Royal Horse guards.

Listen to the soundtrack of this part, mark the stresses in these sentences and practise reading them, making sure that both the primary and the secondary stresses are retained.

### **ENRICH YOUR VOICE QUALITIES**

Use the technique of gradual lengthening to practise the fluency: I can't.

I can't understand.

I can't understand how.

I can't understand how you did it.

I can't understand how you did it so quickly.

I can't understand how you did it so quickly and efficiently.

I can't understand how you did it so quickly and efficiently, Mr Southwood.

Very well, William.

Very well, William, but why were you worried?

Very well, William, but why were you so worried about it?

Very well, William, but why were you so very much worried about it?

I don't know.

I don't know how.

I don't know how long.

I don't know how long I need to wait.

I don't know how long I need to wait for John.

I don't know how long I need to wait for John to come.

I don't know how long I need to wait for John to come home.

Yes, it's a fine thing.

Yes, it's a fine thing to sing.

Yes, it's a fine thing to sing in the spring.

Yes, it's a fine thing to sing in the spring and to linger in the field.

Come.

Come and have dinner.

Come and have dinner with us.

Come and have dinner with us on Thursday.

Come and have dinner with us on Thursday the twenty third.

Come and have dinner with us on Thursday the twenty third of this month.

That's a rare pair.

That's a rare pair for Mary.

That's a rare pair for Mary to wear.

That's a rare pair for Mary to wear every day.

## READING

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.). Hearing the sound track may be achieved by using a QR with the sound track recorded.



Westminster lies on the north bank of the river, to the west of the City. It's the political centre of the United Kingdom – the home of the British Parliament. The nation's leaders and the men and women who represent the British people meet and debate in the two Houses of Parliament – The House of Commons and The House of Lords.

Next to Parliament is Westminster Abbey. Almost every coronation has happened here since William the Conqueror. And above Parliament rises London's famous clock tower – Big Ben. Its four white faces look north, south, east and west. But Big Ben isn't really the name of the clock. It's the name of the bell inside the clock.

2. Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of videoscript presentation techniques that are known to you. Discuss your variants with the teacher.

They say that one of the best ways to see London is from the top of a bus. So let's leave Parliament Square and go along Whitehall. On your left is the headquarters of the Royal Horse guards.

And Trafalgar Square is straight ahead. In the middle of Trafalgar Square is Nelson's Column.

This commemorates the sea victory of Admiral Lord Nelson at Trafalgar in 1805. Nelson spent his life looking over the sea. And his statue also looks over a sea – a sea of pigeons. These pigeons are probably the fattest in the world. They're popular with the tourists, but unpopular with the people who look after the buildings.

One of these is the National gallery – home of many famous paintings.

A short bus ride away from Trafalgar Square is Piccadilly Circus, where Eros, the Greek god of love, stands in the heart of London’s West End.

3. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

4. Practise reading the text observing the Rules of Reading Aloud.

### **FOLLOW UP ASSIGNMENTS**

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.

2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.

3. Make a report on Westminster and Trafalgar Square and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.

4. Record your reading and play it back for the teacher and your fellow-students to detect the possible errors. This will certainly stimulate discussion in your group.

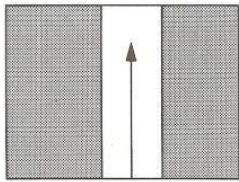
### **MAKE UP DIALOGUES**

1. Look at the map. Make up dialogues with your partner. How do you get from the Big Ben to Nelson’s Column? How do you get from Nelson’s Column to Piccadilly Circus?

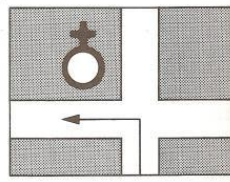
Asking and giving directions

Here are some expressions we use when we ask for, and give directions.

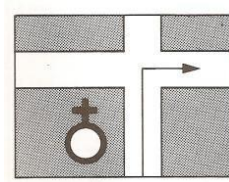
Can you please tell me the way to ...? Yes, certainly, you...



... go along/up/down

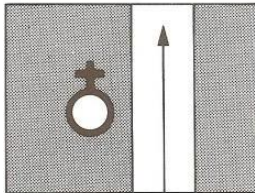


... turn left...

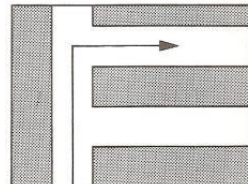


turn right Whitehall

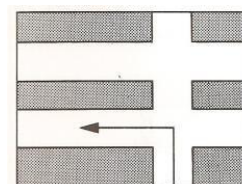
(at/before the church) (after the church)



... go past the church...

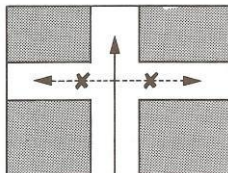


take the second right



... take the first

left



... go straight on/ahead

2. You and your partner are discussing a well-known English historical character Lord Admiral Nelson. Discuss his sea victory at Trafalgar in 1805. Use some additional information.

3. You are a guide with a Russian group for a coming tour in Westminster in London. What are you going to show the tourists? Discuss it with your partner.

Do not forget the intonation features specific for dialogical speech.

## BACKGROUND TEXT

1. Read this passage silently and be sure you understand every word in it.

Westminster is an area of Central London, within the City of Westminster. It lies on the north bank of the River Thames. It has a large concentration of London's historic and prestigious landmarks and visitor attractions, including Buckingham Palace and Westminster Abbey.



The name Westminster describes the area around Westminster Abbey and Palace of Westminster, – the West Minster, or monastery church, west of the City of London's St Paul's, that gave the area its name– which has been the seat of the government of England for almost a thousand years. The name is also used for the larger City of Westminster which covers a wider geographical area.

Big Ben is one of London's best-known landmarks, and looks most spectacular at night when the clock faces are illuminated. You even know when parliament is in session, because a light shines above the clock face.

The four dials of the clock are 23 feet square, the minute hand is 14 feet long and the figures are 2 feet high. Minutely regulated with a stack of coins placed on the huge pendulum, Big Ben is an excellent timekeeper, which has rarely stopped.

In the centre of Trafalgar square is the tall Nelson's Column which was built to commemorate the victory of Admiral Horatio Lord Nelson over the French fleet at the Battle of Trafalgar on the 21st of October 1805. Nelson was fatally wounded during that famous battle off the Spanish coast. His body was taken back to London and buried in the St. Paul's Cathedral.

The Corinthian column was built in 1842 and is approximately 170ft or 52m high (including base). It was built after a design by William Railton chosen from a selection of 124 competition entries. On top of the column is an 18ft high statue of Lord Nelson, created by Edmund Hodges. At the base of the column are four huge lions modeled by Sir Edwin Landseer. They were added later in 1868.

Trafalgar square also contains a large number of statues and two fountains. The square is surrounded by many great buildings. On the north side is the neo-classical National Gallery, built between 1834 and 1838. It houses a collection of more than 2300 paintings, including work from Van Gogh, Renoir, Leonardo da Vinci and Claude Monet.

Piccadilly Circus is considered the most visited site in London and is a hub of activity from morning to night. The London equivalent of Times

Square, Piccadilly Circus is formed by the junction of five streets and is one of the busiest traffic circles in the world. People crowd around the steps of the statue known as Eros, the Greek God of Love (but really meant to be the angel of charity), erected in 1892 as a memorial to the Earl of Shaftsbury, the Victorian philanthropist.

Piccadilly Circus is a good place to meet before heading off to eat, shop or go to area theaters.

Soho isn't too far a walk from here and neither is Trafalgar Square. The fashionable stores of Carnaby Street are also nearby. The area is quite a sight in the evening, with colourful and brightly lit advertising signs illuminating the area, high above the streets.

2. Mark internal boundaries bearing in mind that there are five paragraphs in this text. Observe the difference in the duration of pauses (|, ||). Mark the stresses and tones. Try to use some of the videoscript presentation techniques.

3. Read the text observing the Rules of Reading Aloud. Coordinate your breathing with the pausation marked. Observe the length difference in pauses between sense-groups, sentences and paragraphs.

## PART 6 LONDON PARKS



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

London is proud of its green and beautiful parks. Do you know the names of any of them?

What do you know about the London Zoo?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.

3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.



## VIEWING AND TALKING

### 1. General comprehension.

#### 1.1. Here are the names of some of London's parks.

Regent's Park

Green Park

Hyde Park

St. James's Park

Kensington Gardens

#### 1.2. Watch the whole scene and answer these questions:

##### 1. Where is the band playing?

.....

##### 2. Where is the Albert Memorial?

.....

##### 3. Which is London's most elegant park?

.....

##### 4. Where is London Zoo?

.....

1.3. Mark the stresses and tones so as to sound contradicting, correcting (Sliding Head + Fall-Rise). This pattern intensifies the speaker's personal involvement or concern.

### 2. Detailed comprehension.

2.1. Watch the scene again. Which sentences below are true (T) and which are false (F)?

1. London parks used to belong to the kings and queens.
2. St. James's Park is the oldest.
3. There is the statue of Henry the Eighth in Kensington Gardens.
4. The Promenade Concerts are held in St. James's Park.
5. There are gardens and lakes in Regent's Park.
6. All the animals in the Zoo are born there.
7. Pandas come from the mountains of north-west China.

2.2. Write down true sentences. Practise the Sliding Head + the Fall-Rise with these statements as if you want to impart some kind of concession.

3. Gap filling.

3.1. Fill in the missing adjectives in the sentences below. Then watch the video to check your answers.

1. London is ..... of her many ..... and ..... spaces.
2. All the parks were once ..... gardens.
3. St. James Park is London's .....
4. In the park you can feed the swans, geese, ducks and other ..... birds that live near the lake.
5. One of the time to visit London's parks is in the spring.
6. Regent's Park is a place of blossom and flowers.
7. It's perhaps London's most ..... park, with its gardens and lakes.
8. The Zoo has an aviary where birds can live in a ..... environment.
9. The Zoo's most residents are, of course, the pandas.
10. There are very few of these creatures left in the world.
11. Their ..... food is bamboo and they're very ..... of it.

3.2. Organize these sentences into a small text. Read your story in class observing the Rules of Reading the Text Aloud. Try to sound sympathetically warm and very emotional (Stepping Head + High Fall + Low Rise).

## TEXT

### London Parks

London is proud of her many green and open spaces, where the English countryside comes to the centre of the city. All the major parks were once royal gardens, but today they're here for everyone to enjoy.

St. James's Park, near Buckingham Palace, is London's oldest. It belonged to Henry the Eighth-the king who had six wives. In the park you can feed the swans, geese, ducks and other water birds that live near the lake.



In Kensington gardens stands the Albert Memorial, which Queen Victoria built in memory of her husband. Facing it is the Albert Hall, where the famous Promenade concerts are held.



One of the best times to visit London's parks is in the spring. At this time of the year, Regent's Park is a beautiful place of blossom and flowers. It's perhaps London's most elegant park, with its attractive gardens and lakes.

And at any time of the year, you can visit the Zoo, which has an aviary where birds can live in a natural environment, and about 6000 animals, many of them born here in Regent's Park. But the Zoo's most popular residents are, of course, the pandas. Pandas come from the



mountains of south-west China, but there are very few of these wonderful creatures left in the world. Their main food is bamboo and they're very fond of it!

## **INCREASE YOUR CLARITY**

1. Transcribe the following proper names mentioned in the episode and practise saying them:

St. James's Park; Henry the Eighth; Kensington Gardens; the Albert Memorial; Queen Victoria; the Albert Hall; the Promenade Concerts; Regent's Park; the Zoo.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary.

swan; concert; blossom; elegant; aviary; natural; environment; panda; creature; bamboo.

3. Read the following word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: in the park you can feed the swans, in the spring, at this time of the year, but there are, visit the Zoo,

loss of plosion: but today, it belonged, the best time

4. The ending -ture as in the word creature is pronounced as [-tʃə]. The words below all end in -ture. There is, however, one exception. Can you find it? Consult the pronouncing dictionary.

Adventure, departure, future, lecture, literature, mixture, mature, nature, picture, signature, temperature

5. Read the following sentences you hear in the video film. Remember that a preposition is secondary stressed if it is followed by a personal pronoun at the end of a sentence or a sense-group.

1) Their main food is bamboo and they're very fond of it.

2) Buckingham Palace is just one of them.

6. Choose the phrases on the right which complete the phrases on the left.

The parks were once royal but today they look after the gardens... Tower.

2. There used to be many but now it's a museum for ships pandas... and the sea.

3. This building was once a but there are very few of them hospital for sailors... left.

4. Merchant ships used to sail to St. Katharine's Dock... but now there are streets and houses
5. The king used to put his enemies in the Tower... and it's said you can sometimes see their ghosts. and it's still a
6. The Beefeaters were once royal guards... popular place for boats. and it's still important today.
7. There used to be fields in Westminster... but today they are here for everyone to enjoy.
8. Once the City was the financial centre of the world...

Write down these sentences. Mind the intonation of composite sentences.

### **ENRICH YOUR VOICE QUALITIES**

There was a young lady of Niger  
 Who smiled as she rode on a tiger.  
 They returned from the ride  
 With the lady inside –  
 And the smile on the face of the tiger.

There was a young man of Devizes  
 Whose ears were of different sizes. One was so small  
 It was no use at all  
 But the other won several prizes.

There was a composer named Liszt  
 Whose music no one could resist  
 When he swept the keyboard  
 Nobody could be bored.  
 And now that he's gone he is missed.

There was a young lady of Lynn,  
 Who was so uncommonly thin That when she essayed  
 To drink lemonade



She slipped through the straw and fell in.

## READING

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.). Hearing the sound track may be achieved by using a QR with the sound track recorded.



'London is 'proud of her 'many ,green | and 'open ,spaces |, where the 'English 'countryside 'comes to the 'centre of the ,city ||. All the 'major 'parks were 'once 'royal ,gardens |, but ~today | they're 'here for `everyone to enjoy ||.

St. `James's Park |, near 'Buckingham ,Palace |, is 'London's ,oldest||. It be'longed to 'Henry the ,Eighth |-the 'king who had 'six ,wives ||. In the 'park you can 'feed the ,swans |, ,geese |, ,ducks| and 'other 'water ,birds | that 'live near the ,lake ||.

In `Kensington gardens | 'stands the 'Albert Me,morial |, which 'Queen Vic'toria ,built | in 'memory of her ,husband ||. `Facing it | is the 'Albert ,Hall |, where the 'famous 'Promenade 'concerts are ,held ||.

Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of video script presentation techniques that are known to you. Discuss your variants with the teacher.

One of the best times to visit London's parks is in the spring. At this time of the year, Regent's Park is a beautiful place of blossom and

flowers. It's perhaps London's most elegant park, with its attractive gardens and lakes.

And at any time of the year, you can visit the Zoo, which has an aviary where birds can live in a natural environment, and about 6000 animals, many of them born here in Regent's Park. But the Zoo's most popular residents are, of course, the pandas. Pandas come from the mountains of

south-west China, but there are very few of these wonderful creatures left in the world. Their main food is bamboo and they're very fond of it!

2. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

3. Practise reading the text observing the Rules of Reading Aloud.

### **FOLLOW UP ASSIGNMENTS**

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.

2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.

3. Make a report on London's parks and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.

4. Record your reading and play it back for the teacher and your fellow-students to detect the possible errors. This will certainly stimulate discussion in your group.

### **MAKE UP DIALOGUES**

1. You are a guide in the London Zoo. Tell the visitor about the birds and animals you can see there.

2. You and your partner are looking for sponsors to make a video film on "London's Parks" for Russian learners of English. What would your grounds be to get their financial support?

3. You and your friend are discussing the Promenade Concert that you both enjoyed in the Albert Memorial. Share your emotions.

Do not forget the intonation features specific for dialogical speech.

## BACKGROUND TEXT

1. Read this passage silently and be sure you understand every word in it.

One of the special joys of London is the amount of space given to parks, gardens, squares and open areas. They provide a welcome visual and physical break from the mass of buildings and the heavy traffic.

Hyde Park is one of the largest parks in central London, England and one of the Royal Parks of London, famous for its Speakers' Corner.

Just outside Hyde Park, at the north-east corner, is the Marble Arch. It was originally built in 1827 as a gateway to Buckingham Palace, but it was too narrow for the state coach and was moved to its present location in 1851.

Another arch, the Wellington Arch, can be found on the south-east corner of the park, connecting Hyde Park with Green Park. The arch was built in 1826 by Decimus Burton. A statue of the Duke of Wellington was added later, in 1846. The statue was replaced by the Quadriga of War in 1912. Inside the arch are exhibitions and galleries open to visitors.



Green Park is one of the Royal Parks of London. It lies between London's Hyde Park and St. James's Park. Together with Kensington Gardens and the gardens of Buckingham Palace, these parks form an almost unbroken stretch of open land reaching from Whitehall and Victoria station to Kensington and Notting Hill.

By contrast with its neighbours, Green Park has no lakes nor any statues or fountains (except for Canada Memorial by Pierre Granche), but consists entirely of wooded meadows.

Kensington Gardens, once the private gardens of Kensington Palace, is one of the Royal Parks of London, lying immediately to the west of Hyde Park. Most of it is in the City of



Westminster, but a small section to the west is in the Royal Borough of Kensington and Chelsea.

Kensington Gardens were laid out by Henry Wise and Charles Bridgeman with fashionable features including the Round Pond, formal avenues and a sunken Dutch garden. Long after they had been opened to the public, the King asked his Prime Minister the possible cost of enclosing them again: the reply was “a Crown”.

The Kensington Gardens are very popular for walking and jogging. Other features of the park include the 180ft high Albert Memorial. It was built between 1864 and 1876 to commemorate Prince Albert I, husband of Queen Victoria. Another attraction in the park is the Serpentine Gallery, a modern art gallery housed in a former tea pavilion. One of the latest features added to the park is the Diana, Princess of Wales Memorial Playground. The modern playground, one of three playgrounds in the Kensington Gardens, is themed around Peter Pan.

St. James's Park Lake, looking east from the bridge. The Shell Tower and the London Eye can be seen behind the main building of the Foreign and Commonwealth Office.

The Regent's Park is the largest grass area for sports in Central London and offers a wide variety of activities, as well as an Open Air Theatre, the London Zoo and many cafes and restaurants.

Many sports are played in the park including Tennis, Athletics, Cricket, Rounders, Football, Hockey, Australian Rules Football, Rugby, and Running. In addition, there are three playgrounds for children each with an attendant, and there is boating on the main lake.

London Zoo is the world's oldest scientific zoo. It was opened in London on April 27, 1828 and was originally intended to be used as a collection for scientific study. It was eventually opened to the public in 1847. Today it houses a collection of 755 species of animals, with 15,104 individuals, making it one of the largest collections in the United Kingdom.

2. Mark internal boundaries bearing in mind that there are five paragraphs in this text. Observe the difference in the duration of pauses (|, ||). Mark the stresses and tones. Try to use some of the video script presentation techniques.

3. Read the text observing the Rules of Reading Aloud. Observe the length difference in pauses between sense-groups, sentences and paragraphs. Remember that a pause in the right place is one of the marks of your expressive interpretation of a text while reading aloud.

## PART 7 SHOPPING AND THEATRE



### INTRODUCTORY EXERCISES

1. Answer your teacher's introductory questions that stimulate your comments on information about London, its people and history. These questions are based on the residual knowledge you possess (books, films, your personal experience, etc.). Make and share predictions about what you can see as questions are supposed to get your comments on places of interest, areas, names, etc. Use a map.

Setting the context:

Do you like shopping? Do you know where the big stores in London are situated? What are their names?

Do you know what the biggest toy shop in the world is? Where can you see a musical in London?

2. Watch the video with the sound turned down to zero. You are supposed to predict the content of the commentary.

3. Watch this part of the video with the sound turned on back to normal. You are sure to watch it as much as you need during the lesson.



## VIEWING AND TALKING

### 1. General comprehension.

1.1. Here are the names of eight famous places in London. Watch the whole scene and tick the ones that are mentioned.

Oxford Street The West End Westminster Regent Street Knightsbridge  
Hyde Park Piccadilly Circus  
The South Bank Complex

1.2. While saying these names of places hesitate to gain some time, thinking the next item over. Use hesitation devices like: hesitation drawls (lengthening of sounds, syllables and words), temporizers (well, and you see, by the way, let me see, on the whole, as a matter of fact, for instance).

1.3. Make up sentences with these names of places. Write them down. Mark the stresses and tones according to the attitudes you think proper in this situation.

### 2. Detailed comprehension.

2.1. Watch the scene again and tick the right answers.

1. In Oxford Street there are

- big stores
- antique shops

2. The shops in the streets off the Oxford Street are more

- famous
- smaller

3. Hamleys is

- a large toy shop
- the biggest shop in London

4. Harrods is

- in Knightsbridge
- in Regent Street

5. London is famous for its

- theatres

- its cinemas
- 6. You can usually see a modern musical
  - in the South Bank complex
  - near Piccadilly Circus
- 7. As the centuries pass
  - everything in London changes
  - some things in London don't change

2.2. Make up short conversational dialogues. One of you will pronounce the false sentences sounding questioning with a ring of surprise and disbelief (Stepping Head + Low Rise). The other will simulate gaining time to think over the stimulus (using a hesitation device) and contradict the first speaker (Sliding Head + Fall-Rise).

3. Questions:

3.1. Answer the questions:

1. Why do people come to Oxford Street?  
.....
2. Where can you find jewelers and specialist shops?  
.....
3. What can you get at Harrods?  
.....
4. Where can you see a Shakespeare play?  
.....
5. Where is the South Bank complex?  
.....

3.2. Write down both the questions and answers. Mark the stresses and tones you think appropriate for the situation.



## **TEXT**

### **Shopping and theatre**

Shopping is as popular with visitors to London as sightseeing. Six days a week, thousands of people come to Oxford Street in the West End to shop for clothes and visit the big stores like Marks and Spencer and Selfridges.

The little streets off Oxford Street have their own attractions too. Here you'll find smaller shops such as jewelers selling gold and silver, small boutiques selling the latest fashions, little antique shops where you can buy collectors' items like silver matchboxes, and even smaller specialist shops. Hamleys of Regent Street is the place for children. It's one of the biggest toy shops in the world. And at Harrods of Knightsbridge it's said that you can get anything from a piano to an elephant.

As evening falls in London, shops close, but restaurants, cinemas and theatres open. London is famous for its theatres, and most of them are in the West End near Piccadilly Circus. You can see anything from a Shakespeare play to a modern musical. In the South Bank Complex on the other side of the Thames, there's classical music, art, and cinema as well as theatre.

London is an attractive city with great character. It changes as the centuries pass, but its ceremonies and traditions stay the same. This film has shown you some of the things you can see and do in London. Why not come here and see it all for yourself?

## **INCREASE YOUR CLARITY**

1. Transcribe the following proper names mentioned in the episode and practise saying them:

Oxford street; the West End; Marks and Spencer; Selfridges; Hamleys; Regent Street; Harrods; Knightsbridge; Shakespeare; the South Bank complex.

2. Learn the following words used in the episode. Consult a pronouncing dictionary if necessary.

sightseeing; jeweler; boutique; antique; specialist; restaurant.

3. Read the following word combinations you hear in the episode, giving particular attention to the cases of:

assimilation: in the West End, visit the big stores, in the world, it's said that, in the West End, in the South Bank Complex, on the other side

loss of plosion: it's that

4. The words boutique and restaurant used in the video are French borrowings. Do you know how to pronounce these words correctly? Here are some more words that have been borrowed from French:

ballet, bourgeois, garage, massage, regime

Check the pronunciation of these words in the pronouncing dictionary and make up sentences using these words.

5. Listen to the soundtrack and analyse the following sentences for the intonation of enumeration. Read the sentences using the proper tones with the items of enumeration:

1) As evening falls in London, shops close, but restaurants, cinemas and theatres open.

2) In the South Bank complex on the other side of the Thames, there's classical music, art, and cinema as well as theatre.

Here are some more sentences for you to read from the previous parts. Concentrate on the intonation of enumeration:

1) Its four white faces look north, south, east and west.

2) In the park you can feed the swans, geese, ducks and other water birds that live near the lake.

6. Read the following sentences you hear in the video. Each of them contains the verb to have. Remember that if it is used in the meaning of to possess or as part of a set expression, this verb is rarely stressed but it is never reduced. As an unstressed auxiliary verb, however, it should be used in the weak form.

1) The little streets off Oxford Street have their own attractions too.

2) This film has shown you some of the things you can see and do in London.

Here are some more sentences with the verb to have from previous parts. Read them out, giving particular attention to the correct form of the verb to have.

- 1) London has many traditions like the Changing of the Guard and many sights for tourists to see.
- 2) The sea has always been important for Britain, and for London, because of trade.
- 3) It has a long and cruel history.
- 4) And they have their own ceremony on Tower Green.
- 5) St. Paul's has seen many important occasions, like the Royal Wedding of 1981 when Prince Charles and Princess Diana were married.
- 6) Almost every coronation has happened here since William the Conqueror.
- 7) It belonged to Henry the Eighth-the king who had six wives.
- 8) And at any time of the year, you can visit the Zoo, which has an aviary where birds can live in a natural environment, and about 6000 animals, many of them born here in Regent's Park.

7. Rewrite the sentences below using these words as/as ... as/as well as/such as. Then watch the scene again to see if your answers are the same as the video.

1. Sightseeing is popular with visitors to London. So is shopping.  
.....  
.....
2. Here you'll find smaller shops, like jewelers selling gold and silver.  
.....  
.....
3. When evening falls in London, shops close, but restaurants, cinemas and theatres are open.  
.....  
.....

4. In the South Bank Complex, there's theatre. There's classical music, art and cinema, too.

.....  
.....

5. London changes while the centuries pass, but it's ceremonies and traditions stay the same.

.....

Read your answers making sure that the conjunction as...as is not stressed.

## **ENRICH YOUR VOICE QUALITIES**

### **Rhythm**

The verses that are given below are traditional children's rhymes. They have well-defined patterns of rhythm and are useful for practising speech rhythm.

Jack and Jill went up the hill.  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.  
Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high  
Like a diamond in the sky.  
In winter I get up at night  
And dress by yellow candle light.  
In summer quite the other way  
I have to go to bed by day.

## READING

1. Listen to the sound track only and concentrate on the sounds and vocal varieties demonstrated by the presenter (loudness, tempo, range, pitch, etc.).



˘Shopping | is as 'popular with 'visitors to ,London | as ,sightseeing|. 'Six 'days a ,week |, 'thousands of ,people | 'come to `Oxford Street | in the 'West ,End | to 'shop for ,clothes | and 'visit the 'big ,stores| like 'Marks and ,Spencer | and ,Selfridges|.

The 'little 'streets 'off 'Oxford ,Street | have their 'own att'ractions ,too ||. 'Here you'll 'find 'smaller shops,| such as ,jewelers | 'selling ,gold and ,silver |, small ,boutiques | 'selling the 'latest ,fashions |, 'little 'antique silver ,shops | where you can 'buy co'llectors' items | like 'silver ,matchboxes |, and 'even ˘smaller | 'specialist shops ||. ˘Hamleys | of 'Regent ,Street | is the 'place for ,children ||. It's 'one of the `biggest toy shops | in the ,world ||. And at 'Harrods of ,Knightsbridge | it's said that you can 'get ˘anything | from a ,piano to an ,elephant ||.

2. Listen to the remaining part of the text carefully, sentence by sentence. Mark the stresses and tunes. Go on with the analysis of video script presentation techniques that are known to you. Discuss your variants with the teacher.

The little streets off Oxford Street have their own attractions too. Here you'll find smaller shops such as jewelers selling gold and silver, small boutiques selling the latest fashions, little antique shops where you can buy collectors' items like silver matchboxes, and even smaller specialist shops. Hamleys of Regent Street is the place for children. It's one of the biggest toy shops in the world. And at Harrods of Knightsbridge, it's said that you can get anything from a piano to an elephant.

As evening falls in London, shops close, but restaurants, cinemas and theatres open. London is famous for its theatres, and most of them are in the West End near Piccadilly Circus. You can see anything from a Shakespeare

play to a modern musical. In the South Bank Complex on the other side of the Thames, there's classical music, art, and cinema as well as theatre.

London is an attractive city with great character. It changes as the centuries pass, but its ceremonies and traditions stay the same. This film has shown you some of the things you can see and do in London. Why not come here and see it all for yourself?

3. Transcribe and intone a small passage from the main text. Discuss your variants with the teacher.

4. Practise reading the text observing the Rules of Reading Aloud.

### **FOLLOW UP ASSIGNMENTS**

1. Watch the video again, then stop the motion of the video tape and analyse the image for more details. Give your commentary.

2. Watch the video with the sound turned down to zero and attempt to act as a presenter. Concentrate on your speech tempo and vocal intensity. Correlate your phrases with the picture on the screen.

3. Make a report on shopping and theatre in London and present it before an audience. Use different sources of information in addition to what you learnt from this part. Use the background text, books, encyclopedias, information from Internet if you have an access to it. You can present your report using Microsoft Power Point.

4. Record your reading and play it back for the teacher and your fellow-students to detect the possible errors. This will certainly stimulate discussion in your group.

### **MAKE UP DIALOGUES**

1. Work with your partner. Act this conversation between a customer and an assistant in a clothes shop, and make sure that you remember intonation features of presenting a dialogue.

(C is the customer, A is the assistant) A: Can I help you, madam?

C: Yes, I want to buy a dress. A: What size are you?

C: Size 12.

A: How about this one? C: Can I try it on?

A: Yes, of course. The changing room is over there.

Later...

C: It's too small.

A: Oh, dear. Would you like to try a larger size? C: Yes, please.

A: Here you are.

Later...

C: This one is fine, but do you have a different colour? A: Yes. Here's one in blue and another in red.

C: I'll take the red one, please.

A: Thank you, madam. That's forty pounds, please. C: Here you are.

A: Thank you. Goodbye. C: Goodbye.

2. Shopping is as popular with visitors to London as sightseeing. Discuss with your partner what kind of shops there are in London and what souvenirs you can buy there.

3. You and your friend are in a cafe. Your friend is telling you about her holidays in London.

Do not forget the intonation features specific for dialogical speech.

## **BACKGROUND TEXT**

1. Read this passage silently and be sure you understand every word in it.

Oxford Street is one and a half miles end to end. Most shops open 10am until 6 or 7pm. Some open Sunday 12 to 6pm with late nights on Thursday. Oxford Street is best known for Selfridges and the other big department stores which are all found in the section from Marble Arch to Oxford Circus, along with most of the big-name multinationals. Oxford Street claims to be the busiest street in Europe.



Hamleys is one of London's oldest and best-known stores, being a seven floor Toy store, with each floor dedicated to a different kind of toy. The original Hamleys opened in 1760, and it was at one time the largest toy store in the world. The toy store has been open in one form or another ever since,



although it has changed location, design, and name several times. Hamleys Toy Store is now located in the heart of the West End and the location helps the store to attract millions of visitors every year.

Harrods is a department store located on in Knightsbridge, London. The Harrods brand also applies to other enterprises undertaken by the Harrods group of companies including Harrods Bank, Harrods Estates, Harrods Aviation and Air Harrods.



The store has over 330 departments. This makes Harrods one of the largest department stores in the world together with Macy's New York (the UK's second-biggest shop, Oxford Street's Selfridges is a little over half the size of selling space).

The Harrods motto is Omnia Omnibus Ubique - All Things for All People, Everywhere. Several of its departments, including the seasonal Christmas department and the Food Hall are world famous. West End theatre is a popular term for mainstream professional theatre in London, England, United Kingdom, or sometimes more specifically for shows staged in the large theatres of London's "Theatreland". Along with New York's Broadway theatre, West End theatre is usually considered to represent the highest level of commercial theatre in the English-speaking world. Seeing a West End show is a common tourist activity in London.



2. Mark the stresses and tones. Try to use some of the videoscript presentation techniques.

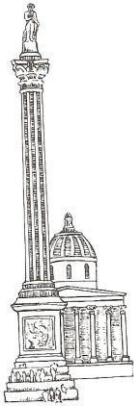
3. Read the text observing the Rules of Reading Aloud. Bear in mind that unstressed words should be joined on smoothly and evenly to the stressed ones. Demonstrate your rapid, smooth and even reading.

# QUIZ

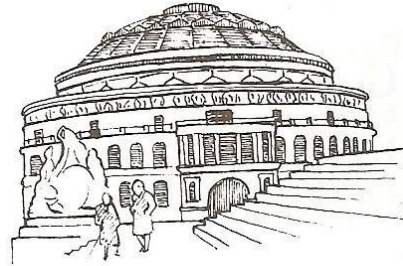
How well do you know London?

1. Places to go

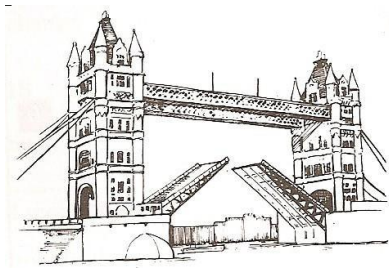
What are the names of the places and sights below?



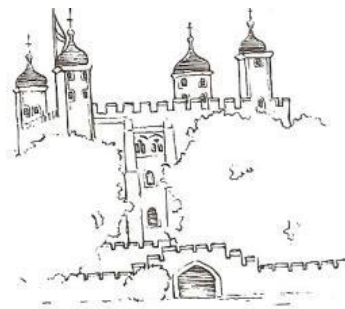
1. ....



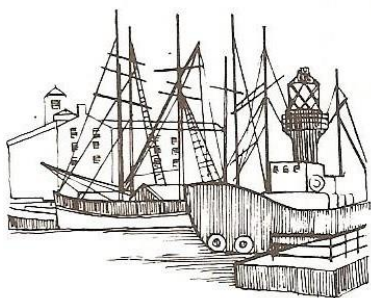
2. ....



3. ....



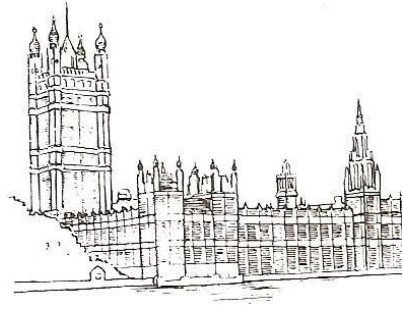
4. ....



5. ....



6. ....



7. ....

8. ....

## 2. Things to do

Where can you...

1. ... watch the Changing of the Guard?

.....

2. ... go on board an old merchant ship?

.....

3. ... see the Crown Jewels?

.....

4. .... stand in the Whispering Gallery?

.....

5. ... see a statue of a boy with a bow and arrow?

.....

6. ... feed the pigeons?

.....

7. ... see a very large clock?

.....

8. ... watch the pandas?

.....

## 3. History Quiz

1. What was the Maritime Museum in the 18th century?

.....

2. What did the Cutty Sark carry from China?

- .....
3. When was St. Katharine's Dock built?  
.....
  4. Who started the Tower of London?  
.....
  5. Who wore the Beefeaters' uniform in the year 1500?  
.....
  6. What happened in 1666?  
.....
  7. Where have almost all coronations happened since 1066?  
.....
  8. What happened in 1805?  
.....

## ENGLISH PRONUNCIATION TEST

English is tough stuff  
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, scouring.  
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!



## TEST

1. The term “Phonetics” comes from
  - a. Russian
  - b. Greek
  - c. Latin
2. Which of the following English consonant phonemes are called fricatives?
  - a. [b], [p], [k]
  - b. [w], [j], [l], [m]
  - c. [f], [v], [h]
3. Which of the following English consonant phonemes are called plosives or stops?
  - a. [b], [p], [k]
  - b. [w], [j], [l], [m]
  - c. [f], [v], [h]
4. The process of contraction, weakening or complete loss of vowel sounds in unstressed syllables is called:
  - a. reduction
  - b. assimilation
  - c. aspiration
5. The process of coarticulation, when one sound is made similar to its neighbour is called:
  - a. reduction
  - b. assimilation
  - c. aspiration
6. The process of the modification in the articulation of a consonant under the influence of an adjacent vowel is called:
  - a. accomodation
  - b. assimilation
  - c. aspiration
7. Aspiration is distinctive:

- a. in English
- b. in Chinese
- c. in Korean

8. The following factor is not peculiar to the English consonant phoneme:

- a. aspiration
- b. palatalization
- c. assimilation

9. In the words [pli:d], [ni:dl], [blæk], there is a ...

- a) nasal plosion
- b) loss of plosion
- c) fricative plosion
- d) lateral plosion

10. In the words [mi:tn], [mi:t mi], there is ...

- a) lateral plosion
- b) loss of plosion
- c) fricative plosion
- d) nasal explosion

11. Sentence stress is naturally applied to:

- a. a syllable
- b. a phrase
- c. a word

12. Rhythm is the regular alternation of:

- a. unstressed syllables
- b. stressed and unstressed syllables
- c. stressed syllables

13. Rhythm is connected with:

- a. tempo
- b. pausation
- c. sentence stress

14. The rate of the utterance and pausation are called:

- a. pausation
- b. sentence stress
- c. tempo

15. The most important part of the intonation group is:

- a. the nucleus
- b. the head
- c. the tail

16. It is a group of words which is semantically and syntactically complete:

- a. a syntagm
- b. a tonogram
- c. an intonation group

17. The pre-head of the intonation group consists of:

- a. unstressed and half stressed syllables preceding the first stressed syllable
- b. stressed and unstressed syllables up to the last stressed syllable
- c. the last unstressed and half stressed syllables

18. The head of the intonation group consists of:

- a. unstressed and half stressed syllables preceding the first stressed syllable
- b. stressed and unstressed syllables up to the last stressed syllable
- c. the last unstressed and half stressed syllables

19. The nucleus of the intonation group consists of:

- a. unstressed and half stressed syllables preceding the first stressed syllable
- b. stressed and unstressed syllables up to the last stressed syllable
- c. the last unstressed and half stressed syllables

20. Define the appropriate sentence focus in the following sentence  
'Mary told 'John `all the secrets.

- a. Mary told John all the secrets. (She didn't tell Richard, or Harold or...)

b. Mary told John all the secrets. (Not just a few secrets)

c. Mary told John all the secrets. (She didn't tell Richard, or Harold or...)

## GLOSSARY OF PHONETIC TERMS

**Accommodation (or adaptation)** – is the modification in the articulation of a vowel under the influence of an adjacent sound, or, vice versa, the modification in the articulation of a consonant under the influence of an adjacent vowel.

**Alveolar consonants** – [t], [d], [l], [n], [s], [z].

**Aspiration** is the phonetic phenomenon in which such consonants as [p], [t], [k] are followed by a short voiceless puff of breath. To practice aspiration try to pronounce sound [h] after initial [p], [t], [k].

**Ascending scale** encompasses a sequence of musical notes arranged in ascending order of pitch. This means that each subsequent note in the scale is higher in pitch than the previous one.

**Assimilation** – the result of coarticulation, when one sound is made similar to its neighbour; in English it mainly affects the place of articulation. It can be progressive, regressive or reciprocal. Most commonly the sounds which undergo assimilation are immediately adjacent in the stream of speech.

**Consonant cluster** – combination of consonant sounds with no intervening vowel.

**Descending scale** – gradual lowering of the voice pitch.

**Enclitic** – an unstressed word or syllable, which refers to the preceding stressed word or syllable. Together with the stressed word enclitics form one phonetic unit. English rhythm has been described as “stress-timed”, meaning that stressed syllables tend to occur at roughly equal intervals and that unstressed syllables fit the time interval between stresses. “Stress-timed” languages are contrasted with “syllable-timed” ones (French is the most frequently cited) in which all syllables are said to occupy roughly equal lengths of time.

**Elision** – the loss of a vowel or a consonant in initial or terminal position in rapid colloquial speech (e.g. Christmas, listen, know, gnat, etc.).

**Glottal stop** – blocking the passage of air. A sound which reminds a slight cough and articulated by the vocal cords, before a vowel sound is heard in cases of emphatic speech.

**Head** – stressed syllables preceding the nucleus together with the intervening unstressed syllables. See also Scale.

**Homographs** are words which have the same spelling but with different pronunciations.

**Homophones** – are words with different spellings and different meanings but the same pronunciation

**Intonation** is a complex unity of variations in pitch, stress, tempo, timbre and rhythm. Intonation is also viewed as a component of the phonetic structure which is viewed in the narrow meaning as pitch variations, or speech melody. It manifests itself in the delimitative function within a sentence and at its end.

**Intonation group** – an actualized sense-group. It is the shortest possible unit of speech from the point of view of meaning, grammatical structure and intonation.

**Juncture, junction** – the place where two sounds or words are joined together.

**Labialization** – lip rounding. Consonant phonemes are labialized before the sonorant [w] of the same word, e.g. swim, queen, dwell, twins.

**Lateral plosion** takes place at the junction of a stop (usually [t] and [d]) and the lateral sonorant [l]. This assimilation occurs within a word and at the word boundaries: e.g. little; that lesson; middle, needle.

**Level tone** – the tone neutral in its communicative function, which is used mostly in poetry.

**Nasal plosion** – nasal escape of the air when a plosive consonant sound is followed by a nasal sound. Nasal plosion takes place at the junction of a stop consonant phoneme and the nasal sonorants [m, n]: e.g. garden, help me, bitten, get more.

**Nucleus** – the beginning of a diphthong; the starting-point.

**Nuclear tone:** the tone associated with the nucleus of a sense-group is a nuclear tone. In RP they are the following: the high falling, the low falling, the high rising, the low rising, the rising-falling, the falling-rising, the rising-falling-rising, the level tone. Nucleus of a sense-group – the last stressed syllable of a sense-group.

**Palatalization** is the articulation process which involves the raising of the front of the tongue towards the palate.

**Pause** – a short period of time when sound stops before starting again. Pauses are non-obligatory between sense-groups and obligatory between sentences.

**Phonetics** – the science that studies the sound matter of the language, its semantic functions and the lines of development.

**Pitch** – the degree of highness or lowness varying with the number of the vibrations of the vocal cords and determining the tone of the voice, an acoustic basis of speech melody.

**Pitch component of intonation**, or melody, is the changes in the pitch of the voice in connected speech.

**Plosion** – release of articulation organs with an explosive sound. It is true whenever the plosive sound /k, g, p, b, t, d/ occur in speech.

**Plosive** – a sound in which air-stream is entirely blocked for a short time, p, b, t, d, k, g.

**Post-alveolar** – a sound pronounced with the tip with the blade of the tongue curved behind the alveoli.

**Proclitic** – a monosyllabic word or particle with no accent of his own, which is pronounced with the following pre-tonic (having secondary stress) or accented syllable as one phonetic unit.

**Prominence** – singling out acoustically, which produces the effect of greater loudness. See Stress.

**Prosodic features of the sentence:** speech melody (pitch), accent, tempo, rhythm and pausation, timbre (tamber); they constitute intonation in a broad sense.

**Prosody** – non-segmental phenomena regarded as the modifications of fundamental frequency (the frequency of the vibrations of the vocal cords over their whole length), intensity and duration at the level of their acoustic properties. The notion of prosody is broader than the notion of intonation, whereas prosody of the utterance and intonation are equivalent notions. Prosody and intonation are characterized by such distinct qualities as stress and pitch prominence at the level of perception.

**Puff** – short, quick expel of air.

**Quantitative reduction** – when the length of the vowel is reduced without changing its quality.

**Qualitative reduction** – when the quality of the vowel is changed.

**Received Pronunciation (RP)** – the type of pronunciation which is the most widely understood one in England and in English speaking countries. It is the teaching norm in England and in most countries where English is taught as a foreign language, including Russia. It is often referred to as SBS (Southern British Standard).

**Reduction** – is the weakening of a sound in an unstressed position.

**Rhythm** in speech is the periodic recurrence of stressed syllables. Rhythm exists both in prose and in verse. It can be regarded as one of the forms in which a language exists.

**Rhythmic group** – a word or a group of words that is said with a certain rhythm.

**Rhythmic tendency** – the tendency to alternate stressed and unstressed syllables.

**Scale** – the arrangement of stressed and unstressed syllables of a syntactic whole.

**Sense-group** – a shortest possible semantic and grammatical unit in a sentence; a word or a group of words that conveys some idea.

**Sentence stress**, or accent – a constituent part of the phonetic structure of the spoken sentence or utterance and one of the components of intonation in the broad sense of the term. It is the greater prominence of one or more



words among other words in the same sentence. Sentence stress is the greater degree of prominence given to certain words in a sentence. These words are usually nouns, adjectives, notional verbs and adverbs, interjections, numerals, demonstrative, possessive, emphasizing pronouns, interrogative words and two-syllable prepositions. Articles, particles, auxiliary, modal, and connective verbs, personal, reflexive and reciprocal pronouns, one-syllable prepositions, conjunctions and conjunctive words – are, as a rule, unstressed. The distribution of sentence stress is determined by the semantic factor.

**Sliding (Head):** if the voice moves down by slides within stressed syllables. Unstressed or partially stressed syllables between the slides usually continue the fall. If these slides are of a rather wide range and reach the bottom of the pitch, we have an intonation pattern with several high falls within it.

**Speech melody** – the variations in the pitch of the voice in connected speech.

**Speech timbre** – is a special colouring of voice, which shows speakers emotions.

**Stepping (Head)** is a gradually descending scale.

**Stop** – contact of the articulation, organs, i.e. the beginning of a plosive sound which is followed by a plosion.

**Stress** or accent – a greater degree of prominence which is caused mainly by pronouncing the stressed syllable (a) on a different pitch level or with a change of pitch direction in it; (b) with greater force of exhalation and greater muscular tension. The greater force of articulation is accompanied by an increase in the length of the sound in the stressed syllable, especially vowels. Vowels in the stressed syllables are not reduced.

**Stress position** – that position which contains a stressed word. A stressed word in English is generally pronounced with greater intensity (loudness); and greater duration (length of time) on its most prominent syllable.

**Syllable** – the shortest segment of speech continuum, a speech sound or group of sounds containing one vowel. Syllables are material carriers of words. They constitute words and their forms, phrases and sentences. According to J. Kenyon the syllable is one or more speech sounds, forming a single uninterrupted unit of utterance, which may be a word, or a commonly recognized and separable subdivision of a word. It is a unity of segmental and suprasegmental qualities.

**Syllabic consonants** – sounds which are rather longer than usual and have syllable making function like vowels.

**Syllable pattern** – the type of syllable most common for language. English is characterized by (C)VC syllable pattern and Russian by CV pattern.

**Tail** – unstressed or partially stressed syllable (or syllables) that follow the nucleus of the intonation group.

**Tempo** – is the relative speed with which sentences and intonation groups are pronounced in connected speech.

**Tempo of speech** – the rate of utterance.

**Temporal component of intonation:** it consists of pauses, duration, and rhythm.

**Terminal tone** – a change of pitch at the junction (the joining of two sounds or words) of two sense-groups.

**Timbre** – the quality of a musical sound, depending on what overtones (the tones above the fundamental tone in a harmonic series) are present, including their respective amplitudes. Also tymbre, tambre.

**Tone:** sounds may be periodical and non-periodical. If the vibrations of a physical body are rhythmical, the auditory impression of periodic waves is a musical tone, or in speech – a speech tone.

**Word stress, or word accent:** every disyllabic and polysyllabic word pronounced in isolation has word stress. It is the singling out of one or more of its syllables by giving them a greater degree of prominence as compared to the other syllable or syllables in the same word.

**Zero reduction** – a process when the vowel in a reduced word is omitted.

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