
Exercise Block 1

#1. Write the 3rd person singular forms of the verbs and transcribe them. State the connection of phonetics and grammar.

loves	poil	place	tick
like	put	type	rule
deny	punish	see	touch
teach	dig	read	rely

#2. Write the three forms of the verbs and transcribe them. Underline the interchanging vowel and consonant sounds. Prove that phonetics is connected with grammar.

become	drive	kneel	shake
bite	feel	lean	shoot
build	find	leap	sink
catch	forgive	lie	spill
choose	grind	mean	swear
creep	hang	ride	throw
dig	hide	run	wind

#3. Write the plural forms of the nouns and transcribe them. State the connection of phonetics and grammar.

girl	wife	month	leaf
cat	dog	mouse	book
box	goose	boy	tooth
woman	house	postman	army

#4. Read the following sentences. Prove that phonetics is connected with grammar through intonation.

- 1) I'm a journalist. — You are a journalist? — I'm really a professional!
- 2) As a matter of fact, I find this subject quite interesting.
- 3) Morning came at last; the rain fell again, and the wind howled.
- 4) What's your opinion on this subject?
- 5) Betty went to school at 7.30. — Betty went to school? Oh, she went to school so early!
- 6) It is a nice country house, quite perfect and pretty, very small and plain, and well deserving a visit.
- 7) You see, I promised Ben to meet him.
- 8) He went by train and I went by bus, so he got there earlier and I saw more of the country.
- 9) Do you expect to stay here for a long time?
- 10) Poodle? What poodle? Oh, that little creature! Like it? It's yours!

#5. Read the words and word-combinations. Place the accent marks. State the connection of phonetics and lexicology.

ability-to-pay — ability to pay	early-warning — early warning
blueprint — blue print	face-down — face down
bull's-eye — bull's eye	heavy-weight — heavy weight
blackmail — black mail	hot-house — hot house
cache-drive — cash drive	mad-doctor — mad doctor
earles-penny — earl's penny	to redbook — red book

#6. Transcribe the following words. Find examples of conversion, suffixation, and homonymy. Prove that phonetics is connected with lexicology.

an abstract — to abstract	to exhibit — exhibition
an object — to object	to expect — expectation

a transfer — to transfer	to converse — conversation
a present — to present	to transform — transformation
an advice — to advise	lead (руководство) — lead (свинец)
a breath — to breathe	tear (разрыв) — tear (слеза)
a song — to sing	row (ряд) — row (шум)
a house — to house	bow (лук) — bow (поклон)

#7. Read the tongue-twisters. What sounds are used to create the effect of alliteration? State the connection of phonetics and stylistics.

- 1) Peter Piper picked a peck of pickled peppers
If Peter picked a peck of pickled peppers
Where is the peck of pickled peppers Peter Piper picked?
- 2) Robert Rowley rolled a round roll around,
A round roll Robert Rowley rolled around;
Where's the round roll Robert Rowley rolled around?
- 3) If one doctor doctors another doctor, does the doctor who doctors the doctor doctor the doctor the way the doctor he is doctoring doctors? Or does he doctor the doctor the way the doctor who doctors doctors?
- 4) Sudden swallows swiftly skimming,
Sunset's slowly spreading shade,
Silvery songsters sweetly singing
Summer's soothing serenade.

#8. Read the rhymes. What effect is achieved by the phenomena of rhythm, rhyme, and alliteration? Prove that phonetics is connected with stylistics.

- 1) On the grass, in the park, he is playing, he is playing.
On the grass, in the park, he is playing la-la-la.
On the grass, in the park, she is skipping, she is skipping.
On the grass, in the park, she is skipping la-la-la.
- 2) Hickety, pickety, my black hen,
She lays eggs for gentlemen;

Sometimes nine, and sometimes ten.
Hickety, pickety, my black hen!
Cock-a-doodle-do!

- 3) Shoo, fly, don't bother me, shoo, fly, don't bother me,
Shoo, fly, don't bother me, for I belong to somebody.
I feel, I feel, I feel, I feel like a morning star,
I feel, I feel, I feel, I feel like a morning star.
- 4) Rain, rain, rain, April rain,
You are feeding seed and grain,
You are raising plants and crops
With your gaily sparkling drops.

#9. Read the following poems. Comment on the use of highlighted words. What effect do they create?

- 1) A Dictionary's where you can look things up
To see if they are really there:
To see if what you breathe is Air,
If what you sit on is a Chair,
If what you comb is curly Hair,
If what you drink from is a Cup.
A Dictionary's where you can look things up
To see if they are really there.
- 2) It's funny how often they say to me, 'Jane?
Have you been a *good* girl?'
'Have you been a *good* girl?'
And when they have said it, they say it again,
 'Have you been a good girl?'
 'Have you been a good girl?'
I go to a party, I go out to tea,
I go to an aunt for a week at the sea,
I come back from school or from playing a game;
Wherever I come from, it's always the same:
 'Well? Have you been a good girl, Jane?'
It's always the end of the loveliest day:

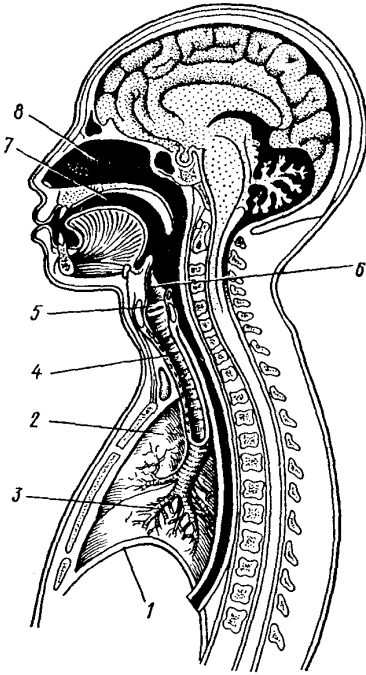
‘Have you been a good girl?’
‘Have you been a good girl?’
I went to the Zoo, and they waited to say:
‘Have you been a good girl?’
‘Have you been a good girl?’
Well, what did they think I went there to do?
And why should I want to be bad at the Zoo?
And should I be likely to say if I had?
So that’s why it’s funny of Mummy and Dad,
This asking and asking, in case I was bad,
‘Well? Have you been a *good* girl, Jane?’

- #10. Read the following poem. Comment on the peculiarities of the words in bold. Can you read them correctly? Prove the connection of phonetics with other linguistic sciences.

You probably already know
Of **tough** and **bough** and **cough** and **dough**.
Some may stumble, but not you
On **hiccough**, **thorough**, **plough** and **through**.
Beware of **heard**, an awkward word:
It looks like **beard** but sounds like **bird**!
Watch out for **meat** and **great** and **threat**;
They rhyme with **suite** and **straight** and **debt**.
And **here** is not a match for **there**
Nor **dear** and **fear** for **bear** and **pear**.
And then there’s **dose** and **rose** and **lose**,
But watch that ‘s’ in **goose** and **choose**!
It’s **cork** but **work**, and **card** but **ward**;
And **font** but **front**, and **word** but **sword**;
Come, come, I’ve hardly made a start.
A dreadful language, full of tricks?
I mastered it when I was six...

- #11. Make sure that you remember all organs of speech. Indicate the corresponding parts of the sound producing mechanism in the following pictures:

1) Power mechanism



2) Vibration, resonator and obstruction mechanisms

