

Міністерство освіти і науки України
Харківський національний педагогічний університет імені Г. С. Сковороди

Чухно О. А.

Transcription Master

*Методичні рекомендації з курсу практичної фонетики англійської мови для
студентів 1 курсу факультету іноземної філології*

Харків – 2019

УДК 811.111

Автор: Чухно О. А.

Рецензенти:

Подосиннікова Г. І. – кандидат педагогічних наук, доцент кафедри германської філології Сумського державного педагогічного університету імені А. С. Макаренка

Гетман Ю. С. – кандидат філологічних наук, доцент кафедри англійської філології Харківського національного педагогічного університету імені Г. С. Сковороди.

Чухно О. А. *Transcription Master: Методичні рекомендації з курсу практичної фонетики англійської мови для студентів 1 курсу факультету іноземної філології.* Харків: ХНПУ імені Г. С. Сковороди, 2019. 53 с.

Затверджено редакційно-видавничою радою Харківського національного педагогічного університету імені Г. С. Сковороди

Протокол № 6 від 05.11.2019 р.

© Харківський національний педагогічний університет
імені Г. С. Сковороди
© Чухно О. А.

CONTENTS

Introduction.....	2
Unit 1.....	3
Unit 2.....	7
Unit 3.....	11
Unit 4.....	15
Unit 5.....	19
Unit 6.....	23
Unit 7.....	28
Unit 8.....	32
Unit 9.....	36
Unit 10.....	40
Keys.....	46

ПЕРЕДМОВА

Методичний посібник адресовано викладачам і студентам мовних спеціальностей та призначено для підвищення ефективності процесу формування англомовної професійної фонетичної компетентності майбутніх учителів.

Посібник складається з десяти уроків, кожен із яких містить комплекс вправ для формування знань фонетичної транскрипції англійської мови, а також вдосконалення навичок розпізнавати на слух і відтворювати особливості фонетичного оформлення англійського мовлення.

З метою демонстрації студентам сучасних фонетичних норм англійської мови в якості мовленнєвого матеріалу використано виступи носіїв мови на конференціях у форматі TED і TEDx, відібрані відповідно до рівня підготовки майбутніх учителів у межах комунікативних тем, що опрацьовуються на першому етапі вивчення англійської мови як першої іноземної в педагогічних ЗВО, а саме: «Знайомство», «Зовнішність людини. Вік», «Основні риси характеру людини», «Розмаїття професій», «Дозвілля», «Сім'я та рідні», «Кохання», «Помешкання». На початку кожного уроку представлено посилання на Інтернет-джерела, що надають користувачам вільний доступ до перегляду відеозапису й тексту виступу.

Наявність відповідей уможливилює здійснення самоконтролю виконання вправ та використання студентами посібника під час самостійної роботи.

UNIT 1

TED Talk: AJ Jacobs “The world's largest family reunion ... we're all invited!”

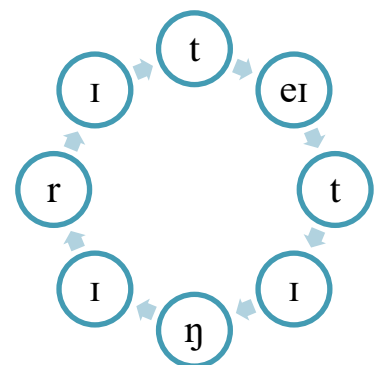
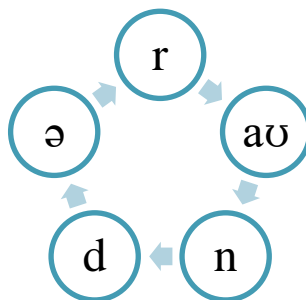
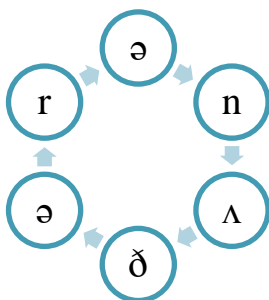
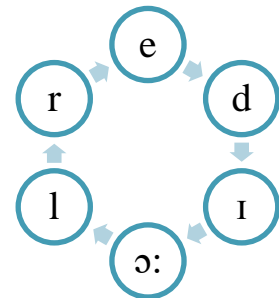
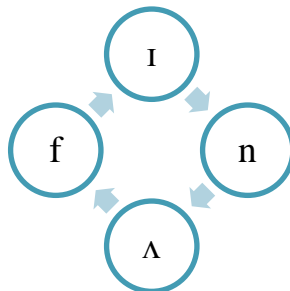
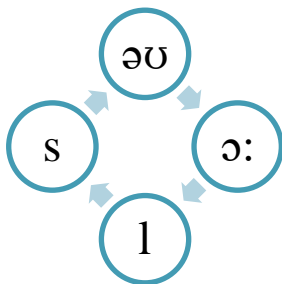
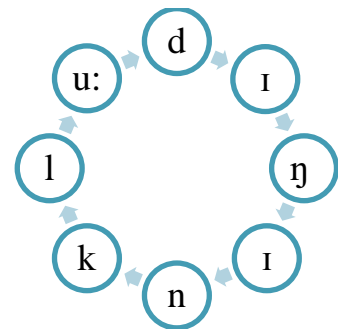
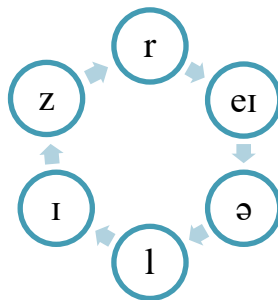
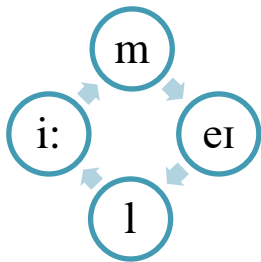
Video:

https://www.ted.com/talks/aj_jacobs_the_world_s_largest_family_reunion_we_re_all_invited

Transcript:

https://www.ted.com/talks/aj_jacobs_the_world_s_largest_family_reunion_we_re_all_invited/transcript

Activity 1. Listen to the talk (00:12 – 01:18) and underline the first sound in the transcribed words below. Mind that all the words start with a vowel:



Activity 2. Step 1. Listen to the talk (01:18 – 02:53) and fill in the gaps with the missing short vowels:

1. [ð__s]

3. [w__n]

5. ['f__mɪlɪ]

2. ['v__rɪ]

4. [dʒɪ'n__tɪk]

6. ['m__sɪv]

7. [bl__d] 9. [l __ ŋks]
8. ['sev __ n] 10. [__ 'fiŋ __ lɪ]

Step 2. Write down the short vowel that is not presented in the transcription. []

Activity 3. Listen to the talk (02:53 – 04:12) and fill in the gaps with the missing long vowels:

1. ['f__ðərz] 5. [tr__] 9. [__rθ]
2. [rɪ'm__vd] 6. [__l] 10. [ɪm'p__rtəns]
3. [dɪ'gr__z] 7. [s__m] 11. ['vælj__]
4. ['p__pl] 8. [fɪ__]

Activity 4. Step 1. Listen to the talk (04:13 – 04:50) and fill in the gaps with the missing diphthongs:

1. [ə'l ___ v]
2. [f ___ nd]
3. [' ___ nst ___ n]
4. [t ___ ld]
5. ['t ___ tli]
6. [m'g ___ dʒd]
7. [n ___]
8. [w ___ t]
9. [g ___]
10. [h ___ r]
11. [n ___]
12. [s ___]
13. [skw ___ rd]
14. ['ɔ:ls ___]
15. [w ___ f]
16. [s ___ d]
17. [m ___ k]
18. [kl ___ r]

Step 2. Write down 2 diphthongs that are not presented in the transcription. []

Activity 5. Listen to the talk (04:51 – 05:47) and fill in the gaps with the missing vowels:

1. ['n ____ mb ____ r]
2. [θr ____]
3. [____ nt ____ rk ____ 'nektɪdn ____ s]
4. [' ____ nsest ____ r]
5. [bə'l ____ v]
6. ['s ____ ənt ____ sts]
7. [____ ,kr ____ mə's ____ məl]
8. [kən't ____ nj ____]
9. ['l ____ tərəl ____]
10. ['k ____ zənz]
11. [' ____ stɪməts]
12. ['f ____ rðəst]
13. [ʃ ____ r]
14. [dɪ's ____ nd ____ nts]
15. [l ____ k]
16. [ə'kj ____ mj ____ l ____ t]
17. [____ ,dʒenə'r ____ ʃənz]
18. ['θ ____ z ____ ndz]

19. [m ___ lʃ ___ nz]

Activity 6. Listen to the talk (05:48 – 06:30) and write down the common missing vowel for the groups of words:

1. [s ___ nz] – ['k ___ zənz] – [d ___ n]
2. [s ___] – [tr ___ t] – [tr ___]
3. ['k ___ ndər] – [f ___ t] – ['b ___ əs]
4. [fj ___ dz] – ['hj ___ mən] – [gr ___ p]
5. [θ ___ ŋk] – ['l ___ tl] – ['b ___ gəts]
6. ['f ___ məlɪ] – [b ___ d] – ['h ___ pən]
7. [h ___] – ['θ ___ zəndz] – [' ___ r]

Activity 7. Listen to the talk (06:31 – 06:55) and write the transcription symbols in the correct order:

- | | |
|--|---------------------------------------|
| 1. [n ə l f aɪ] – ['faməl] | 8. [n dʒ ɔɪ] – [] |
| 2. [e k t ɪ f] – [] | 9. [k ʌ t r n ɪ] – [] |
| 3. [dʒ ɪ æ l ə dʒ i: n ɪ] – [] | 10. [k b l ʌ] – [] |
| 4. [l i: eɪ t ɪ s t] – [] | 11. [w ʌ n e v r ɪ] – [] |
| 5. [eɪ n s t r] – [] | 12. [l eɪ r ɪ t ɪ d] – [] |
| 6. [p l p i:] – [] | 13. [dʒ m æ r ɪ] – [] |
| 7. [k i: n w] – [] | 14. [s ɪ t l] – [] |

Activity 8. Listen to the talk (06:56 – 07:33), underline and correct one mistake in each transcribed word:

- | | |
|---|---|
| 1. ['r <u>ə</u> lɪ] – ['rɪəlɪ] | 8. ['nɜ:rves] – [] |
| 2. ['fesmeɪtɪŋ] – [] | 9. ['æktʃ <u>ə</u> lɪ] – [] |
| 3. ['hi:stəri] – [] | 10. [θi:ŋ] – [] |
| 4. ['fendʒɪŋ] – [] | 11. [ɪn'klusɪv] – [] |
| 5. [ʌn'præsɪd <u>ə</u> ntɪd] – [] | 12. [aɪ'dɪə] – [] |
| 6. [skel] – [] | 13. [pe'tenʃ <u>ə</u> l] – [] |
| 7. [kən'sɜrvətɪv] – [] | 14. [tweɪs] – [] |

15. [rɪ'mʊvd] – []

16. ['vɪli:dʒ] – []

Activity 9. Listen to the talk (07:34 – 09:36) and match the halves of the transcribed words. Write the full transcription of the words in the third column:

1. 'hʌn <i>d</i>	a) 'meɪʃn	'hʌndrədz
2. ,ɪnfər	b) 'vaɪtɪd	
3. dɪ	c) 'zɪbɪts	
4. ɪn	d) drədz	
5. 'həʊ	e) njən	
6. 'ven	f) 'tɑ:r	
7. ə'prəʊ	g) 'saɪdɪd	
8. rɪ:'ju:	h) ju:	
9. ɪg	i) stɪŋ	
10. gɪ	j) tɪkəl	
11. ɔ:l	k) prɪət	
12. 'brɪl	l) jənt	
13. əd,mɪnɪ	m) trəm	
14. pə'lɪ	n) dɪŋ	
15. 'spek	o) 'redɪ	
16. pɑ:r'tɪ	p) 'streɪʃən	
17. kə	q) tɪvz	
18. 'relə	r) sɪpɪt	
19. ɪn'klu:	s) 'mɪ:dɪən	

Activity 10. Step 1. Read the transcribed words from Activities 1–9 aloud and record your voice.

Step 2. Listen to the recording and the talk and tick the words that you mispronounced.

Step 3. Repeat the procedure with the words you ticked.

Activity 11. Practice reading the transcript of the talk aloud.

UNIT 2

TED Talk: Mandy Len Catron “A better way to talk about love”

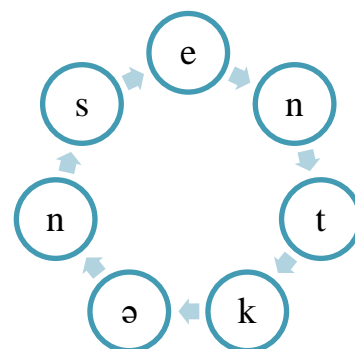
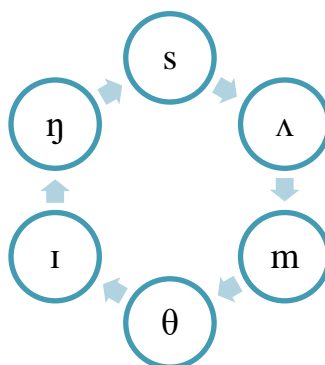
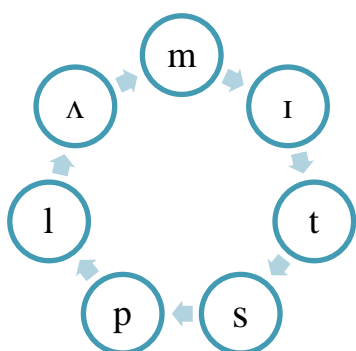
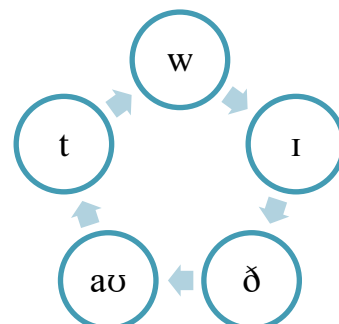
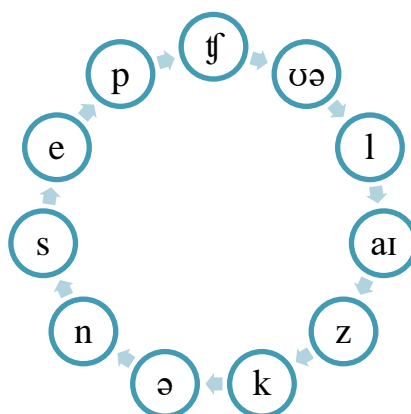
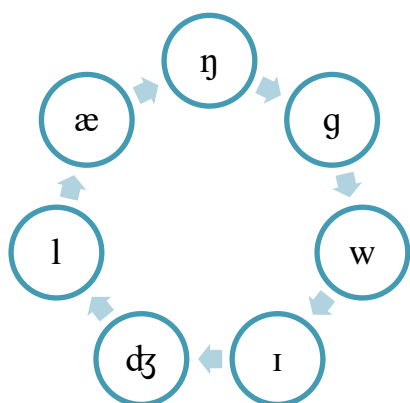
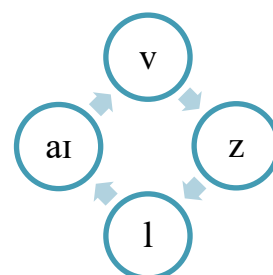
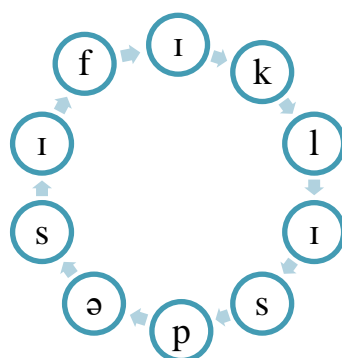
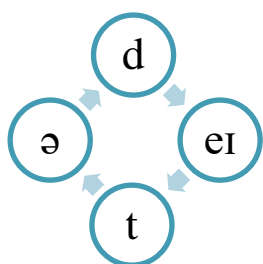
Video:

https://www.ted.com/talks/mandy_len_catron_a_better_way_to_talk_about_love

Transcript:

https://www.ted.com/talks/mandy_len_catron_a_better_way_to_talk_about_love/transcript

Activity 1. Listen to the talk (00:00 – 01:08) and underline the first sound in the transcribed words below. Mind that all the words start with a consonant:



Activity 2. Listen to the talk (01:09 – 01:55) and fill in the gaps with the missing sonorants:

- | | | |
|--------------------|--------------------|--------------------|
| 1. ['ɪ ____ glɪf] | 6. [____ aɪk] | 11. [st ____ ʌk] |
| 2. [____ ɪf] | 7. ['me ____ ɪ] | 12. [k ____ ʌft] |
| 3. [____ i:nz] | 8. [____ ʌv] | 13. [s ____ u:n] |
| 4. ['lɪvɪ ____] | 9. [' ____ eɪbɪ] | 14. ['pæfə ____] |
| 5. [____ u:z] | 10. ['i:və ____] | 15. ['lʌvɪ ____] |

Activity 3. Step 1. Listen to the talk (01:58 – 02:47) and fill in the gaps with the missing voiced consonants:

- | | | |
|-------------------------------|---------------------|------------------------|
| 1. [pə ' ____ ɪʃən] | 5. [dɪ'faɪn ____] | 9. ['refərənsɪ ____] |
| 2. [' ____ ɪktɪm ____] | 6. [' ____ ri:vəs] | 10. [' ____ aɪbl] |
| 3. [,ʌnə' ____ ɔɪdə ____ əl] | 7. [wɪ ____] | 11. ['ven ____ əns] |
| 4. [____ i:s] | 8. [____ ʊk] | 12. ['æŋ ____ rɪ] |

Step 2. Write down the voiced consonant which is not presented in the transcription. []

Activity 4. Step 1. Listen to the talk (02:48 – 03:44) and fill in the gaps with the missing voiceless consonants:

- | | | |
|----------------------|----------------------|---------------------|
| 1. [' ____ æpən] | 6. ['kwes ____ ənz] | 11. ['kʌl ____ ər] |
| 2. [____ eɪn] | 7. [____ ɪŋk] | 12. [ɪ'kwet ____] |
| 3. ['sʌ ____ ərɪŋ] | 8. [____ ru:] | 13. ['lʊ ____ ɪŋ] |
| 4. [ə'baʊ ____] | 9. ['mædnə ____] | |
| 5. ['dɪfɪ ____ əlt] | 10. [' ____ ɪstəri] | |

Step 2. Write down the voiceless consonant which is not presented in the transcription. []

Activity 5. Listen to the talk (03:46 – 04:29) and transcribe 8 words which contain **only** occlusive consonants:

Example: [təɪm] - [t] and [m] are both occlusive.

- | | |
|---------------------------|---------------------------|
| 1. [] | 5. [] |
| 2. [] | 6. [] |
| 3. [] | 7. [] |
| 4. [] | 8. [] |

Activity 6. Listen to the talk (04:30 – 05:20) and transcribe 6 words which contain **only** constrictive consonants:

Example: [flaɪ] - [f] and [l] are both constrictive.

- | | |
|-------------------|-------------------|
| 1. [] | 4. [] |
| 2. [] | 5. [] |
| 3. [] | 6. [] |

Activity 7. Listen to the talk (05:21 – 07:41) and transcribe 5 words which contain occlusive-constrictive consonants:

Example: [streɪndʒ] - [dʒ] is occlusive-constrictive.

- | | |
|-------------------|-------------------|
| 1. [] | 4. [] |
| 2. [] | 5. [] |
| 3. [] | |

Activity 8. Listen to the talk (07:42 – 08:44) and circle the words. Mind that all the words begin with a labial (bilabial or labio-dental) sound:

[bə'li:v'fi:lɪnbreɪnwɛɪfju:mʌnθsbækmaɪfrendz'frendʃɪpfelt'mɪzərəbəl
wʊdpru:vʌʃtʃ]

Activity 9. Listen to the talk (08:45 – 10:13) and fill in the gaps with interdental sounds:

- | | |
|--------------------|--------------|
| 1. [__ ɪs] | 5. [__ en] |
| 2. [wɪ __ 'drɔ:n] | 6. [bəʊ __] |
| 3. [__ ru:] | 7. [__ æt] |
| 4. [wɪ __ 'drɔ:əl] | |

Activity 10. Listen to the talk (10:15 – 12:03) and circle the words. Mind that all the words contain two or more alveolar sounds:

['rekənsaɪlles'dʒenərəs'lɪŋgwɪst'ɪntrəsteɪŋsə'lu:ʃəndɪ'lemə'ækʃənə'sen
ʃəlɪkən'sɪdərɪŋ,ɪmplɪ'keɪʃənz'peɪʃənsə'ləɪnɪn'vestməntreʊ'mentɪkkəɪ
ndzrɪ'leɪʃənfɪps'sʌmʌn]

Activity 11. Listen to the talk (12:04 – 12:34) and transcribe any 5 words with the post-alveolar [r]:

- | | |
|-------------------|-------------------|
| 1. [] | 4. [] |
| 2. [] | 5. [] |
| 3. [] | |

Activity 12. Step 1. Listen to the talk (12:35 – 14:13) and fill in the gaps with palato-alveolar consonants:

- | | |
|------------------|-----------------|
| 1. ['__ u:ljət] | 5. ['krʌ __ ɪŋ] |
| 2. [rɪ'fre __ ə] | 6. [mʌ__] |
| 3. ['bæni __ t] | 7. [wɪ __] |
| 4. [eɪ __] | |

Step 2. Write down the palato-alveolar consonant which is not presented in the transcription. []

Activity 13. Listen to the talk (14:14 – 15:13), underline and correct one mistake in each transcribed word:

- | | |
|---------------------------------|------------------------------|
| 1. [rɪ'cwaɪər] – [] | 5. ['gemɪŋ] – [] |
| 2. ['trʌstɪn] – [] | 6. [xæv] – [] |
| 3. ['θɪŋkɪŋ] – [] | 7. [θɪŋgz] – [] |
| 4. [ɪɔ:r'self] – [] | 8. [scʌlpt] – [] |

Activity 14. Step 1. Read the transcribed words from Activities 1–13 aloud and record your voice.

Step 2. Listen to the recording and the talk and tick the words that you mispronounced.

Step 3. Repeat the procedure with the words you ticked.

Activity 15. Practice reading the transcript of the talk aloud.

UNIT 3

TED Talk: Iskra Lawrence “Ending the pursuit of perfection”

Video:

https://www.youtube.com/watch?v=GR_hq7OVzHU&t=1s

Transcript:

<https://amara.org/et/videos/DvvYrTRmgGwg/en/1786598/>

Activity 1. Listen to the talk (00:10 – 01:04) and fill in the gaps with the missing sounds:

- | | | |
|----------------------|-------------------|--------------------|
| 1. ['__ ɪkʌps] | 6. [__ ə'selvz] | 11. [ɪ'n __ bl] |
| 2. ['v __ ələnt] | 7. [t __ t] | 12. [pə't __ nʃəl] |
| 3. ['l __ kɪlɪ] | 8. [,self'k __] | 13. [paʊnd __] |
| 4. [ɪm'pɔ:t __ nt] | 9. [ɪn'rɪ __] | 14. [bə'ri:t __ z] |
| 5. [r __ 'leɪʃənʃɪp] | 10. ['k __ mbæt] | |

Activity 2. Listen to the talk (01:05 – 02:21), fill in the gaps with the missing sounds and define the number of syllables:

- | | | |
|------------------------------------|------------------------|-------------------------|
| 1. ['ɪmɪ <u>dʒ</u>] – 2 syllables | 7. [ə'bju:zɪ __] | 13. [əb'se __ ən] |
| 2. [ə's __ sɪeɪtɪd] | 8. ['ster __ dz] | 14. ['dʒel __ sɪ] |
| 3. [ə'fektɪ __] | 9. ['sɪ __ gl] | 15. [,ʌndə'st __ ndɪŋ] |
| 4. [dɪs'ɔ:də __] | 10. ['pɪmpl __] | 16. ['præktɪsɪ __] |
| 5. ['m __ ntl] | 11. [,self'ləʊ __ ɪŋ] | 17. [ɪn'kʌrɪ __] |
| 6. [kə'nektɪ __] | 12. ['k __ ləri] | 18. ['dʒ __ nɪ] |

Activity 3. Listen to the talk (02:22 – 04:06) and find the way out of the maze following two-syllable words:

Start	ði:z	rɪəl	ði:z	skeəri	fɪltəd	eəbrʌʃt
preʃəs	deɪz	prəʊfaɪl	gəʊɪŋ	pɜ:fɪkt	flɪpt	i:vn
səʊʃl	lɪtrəlɪ	sʌmwʌnz	sku:lz	fɪzɪklɪ	θru:	laɪfstʌɪl
mi:diə	wepən	kənsju:m	fəʊləʊəz	ɪməʊʃnəlɪ	mægəzi:n	əbaʊt
naʊ	gaɪz	haʊ	ɔ:θentɪk	əʊn	bɪkʌm	preʃəs
əmeɪzɪŋ	wəʊ	kəʊp	ɪndəstrɪ	ɪmɪdʒɪz	mɪʃən	ɑ:mz
ɪlu:ʒən	nɪ:d	edʒʊkeɪʃn	ʒɪəz	rekəɡnaɪz	sɪstɪm	Finish

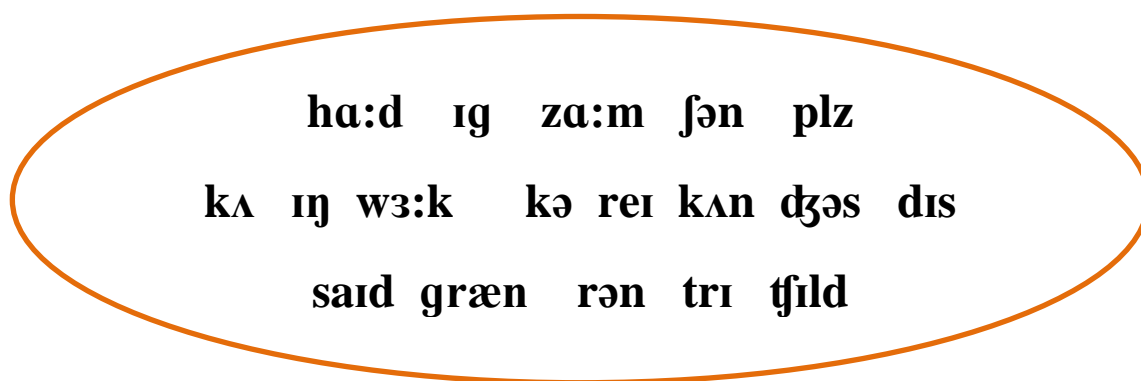
Activity 4. Listen to the talk (04:07 – 05:30) and mark the stress in the words below:

- | | | |
|------------------|-------------------|------------------|
| 1. [kændɪʃənd] | 8. [fi:tʃəz] | 15. [rɪdɪkjʊləs] |
| 2. [bɪli:v] | 9. [selɪbreɪtɪŋ] | 16. [ri:sntɪlɪ] |
| 3. [hæpɪnɪs] | 10. [sɪvɪə] | 17. [æmbæsədə] |
| 4. [haɪlɪ] | 11. [ækʃʊəli] | 18. [prɪvent] |
| 5. [dɪpendənt] | 12. [ʌnhelθɪ] | 19. [dɪsə:dəz] |
| 6. [ətræktɪvnəs] | 13. [məʊtɪveɪtɪd] | 20. [aʊtstændɪŋ] |
| 7. [prəpə:ʃənl] | 14. [kənsju:mə] | |

Activity 5. Listen to the talk (05:31 – 07:51) and mark the primary and the secondary stress in the words below:

- | | |
|---------------------|--------------------|
| 1. [mægəzi:nz] | 5. [pɜ:sənælitɪ] |
| 2. [detrɪmentl] | 6. [ekspɑ:tnə] |
| 3. [fɑ:məsju:tɪkəl] | 7. [selfkeə] |
| 4. [ri:dɪfaɪnɪŋ] | 8. [ɪnsɪkjʊərɪtɪz] |

Activity 6. Listen to the talk (07:52 – 09:03) and write down the transcription of 6 words. Each word consists of 3 syllables given below. Mark the word stress:



- | | |
|------|---|
| 1. [|] |
| 2. [|] |
| 3. [|] |
| 4. [|] |
| 5. [|] |
| 6. [|] |

Activity 7. Listen to the talk (09:04 – 10:07) and choose the correct rhythmic pattern:

- | | |
|-----------------------------------|------------------------|
| 1. [ði:z wɪmɪn wə smaɪlɪŋ] | 4. [ðeə wəz hʌɡɪŋ] |
| a) OOoOOo | a) ooOo |
| b) OOooOo | b) OoOo |
| 2. [ðeɪ felt væljʊ:] | 5. [aɪm du:ɪŋ ɪt] |
| a) oOOo | a) oOoo |
| b) OOOo | b) OOoo |
| 3. [ðeɪ wə səʊ praʊd əv ðəmselvz] | 6. [aɪm nɒt ɡəʊɪŋ bæʃ] |
| a) oOOOooO | a) ooOoO |
| b) ooOOooO | b) oOOoO |

Activity 8. Listen to the talk (10:08 – 12:20) and draw the rhythmic pattern:

1. [ðə nekst wʌn ɪz kɔ:ld ə ɡrætɪtʃu:d lɪst] _____
2. [aɪ hæv ən ɪɡzɑ:mpl] _____
3. [wɪ went ʃɒpɪŋ] _____
4. [aɪm ɡənə tri:t maɪself] _____
5. [ɪts defɪnɪtli ɡənə fɪt] _____
6. [aɪ bet ðeɪ lʊk səʊ ɡʊd] _____
7. [jʊə tu: bɪɡ] _____
8. [aɪ wɒnt jʊ ɔ:l tə stɑ:t jə^r əʊn raɪt naʊ] _____
9. [ði:z ə nɒt ɡəʊɪŋ tə ruɪn maɪ deɪ] _____

Activity 9. Listen to the talk (12:21 – 14:15), underline and correct one mistake in each transcribed word:

- | | |
|-------------------------|-------------------------|
| 1. ['ʃeləʊ] – [] | 7. ['fɜ:st'hænd] – [] |
| 2. ['ʃʌkɪŋ] – [] | 8. ['bʊlɪs] – [] |
| 3. [su:ə'saɪd] – [] | 9. ['nɑ:sti:] – [] |
| 4. [ken'dɪʃən] – [] | 10. [rɪ'flekʃən] – [] |
| 5. ['menʃnt] – [] | 11. ['wɪktɪmz] – [] |
| 6. ['saɪbə,bʊlɪt] – [] | 12. [hɪz'terɪkəl] – [] |

UNIT 4

TED Talk: Susan Cain “The power of introverts”

Video:

<https://www.youtube.com/watch?v=c0KYU2j0TM4&t=216s>

Transcript:

https://www.ted.com/talks/susan_cain_the_power_of_introverts/transcript

Activity 1. Listen to the talk (00:15 – 00:56) and fill in the gaps with the missing sounds:

- | | | |
|--------------------|-----------------------|-----------------------|
| 1. [p ____ kt] | 5. [____ k'tɪvɪtɪ] | 9. [____ d'ventʃər] |
| 2. ['s ____ tkeɪs] | 6. [,æntɪ's ____ ʃl] | 10. ['vɪ ____ ən] |
| 3. ['næ ____ rəl] | 7. [wɔ:rm ____] | 11. ['kəʊ ____ ɪlɪ] |
| 4. ['pr ____ məɪ] | 8. ['r ____ mɪŋ] | 12. ['naɪtgaʊn ____] |

Activity 2. Listen to the talk (00:57 – 01:47) and put the sounds in the correct order. Mind that there are 2 misplaced sounds in each transcription:

- | | |
|----------------------------|--------------------------------|
| 1. ['kənsaʊləɪ] – [____] | 5. [sə'pəʊdz] – [____] |
| 2. ['gædərð] – [____] | 6. ['daʊɪ] – [____] |
| 3. [nɪ'stɪl] – [____] | 7. [,ɪnke'ræktɪlɪ] – [____] |
| 4. ['psɪrɪt] – [____] | 8. [rɪ'taɪsɪd] – [____] |

Activity 3. Listen to the talk (01:48 – 03:22) and cross the odd one out:

1. ['meləʊ] – ['sekənd] – [ɪg'zækt] – ['mesɪdʒ]
2. ['raʊdɪ] – ['sʌmhəʊ] – ['gəʊɪŋ] – ['kraʊdɪd]
3. [kən'sɜ:rnd] – ['stɔ:ɪ] – ['ekstrəvɜ:t] – [prɪ'fɜ:rd]
4. [dɪ'naɪd] – [fər'seɪkɪŋ] – [bɪ'keɪm] – ['meɪkɪŋ]
5. [rɪ'pi:tɪd] – ['ni:dɪd] – [sensɪ] – ['ɪntɹəvɜ:rtɪd]

Activity 4. Listen to the talk (03:23 – 04:05) and transcribe 3 words which contain the sounds below:

1. [ʃ] – [____], [____], [____]
2. [i:] – [____], [____], [____]

10. ədvæn	j) nə	
11. kru:	k) vɪd	
12. ɪŋɡri:	l) tɪkɪ	
13. ɪmfæ	m) dɪənt	
14. ɪnvi	n) sɪŋ	
15. pərsəʊ	o) ʃərəlɪ	

Activity 8. Listen to the talk (09:21 – 10:42) and circle 10 expressions:

ðieəðətðeɪbri:ðwɪhəvnəʊnfəsentiʃəriʒðəwɜ:rlɪdzmeɪdʒəriɪdʒənz
 prəfaʊndɪpɪfəniʒəgru:pəvpi:plɪmɪkɪŋðərəpɪnjənzeɪpɪŋðəbɪli:fs
 wɪðaʊti:vnrɪəlaɪzɪŋkæriʒmətɪkpɜ:rsnhævɪŋðəbestaɪdɪəz

Activity 9. Listen to the talk (10:45 – 12:02), complete the transcription of the expressions and draw their rhythmic patterns:

1. ['dʒenə _____ ðər ' _____ aɪ'dɪəz] _____
2. [kʌm tə'geðər _____ ti:m] _____
3. [ɪn _____ ,wel'mæni _____ ɪn'vaɪərənmənt] _____
4. [fi:l _____ 'gɪltɪ] _____
5. [di:p _____ 'kʌlʃərəl 'hɪstəri] _____
6. ['feɪvərd _____ mæn _____ 'ækʃn] _____
7. [ɪn ə'merɪkə _____ deɪz] _____
8. ['vælju:d 'pi:pl _____ 'ɪnər selvz] _____

Activity 10. Listen to the talk (12:03 – 12:47), underline and correct one mistake in each transcribed word:

1. [hɪs'tɔ:riəns] – [_____]
2. [,pɜ:rsə'nelɪtɪ] – [_____]
3. [,egri'kʌlʃərəl] – [_____]
4. ['bɪznɪss] – [_____]
5. ['strendʒərz] – [_____]
6. [,ʌnde'stændəblɪ] – [_____]

UNIT 5

TED Talk: Benjamin Todd “To Find Work You Love, Don’t Follow Your Passion”

Video:

<https://www.youtube.com/watch?v=MKlx1DLa9EA>

Transcript:

<https://singjupost.com/benjamin-todd-to-find-work-you-love-dont-follow-your-passion-at-tedx-youth-tallinn-transcript/>

Activity 1. Listen to the talk (00:00 – 01:07) and fill in the gaps with the missing sounds:

- | | | |
|-----------------------|--------------------|--------------------|
| 1. ['græ __ ʊeɪtɪd] | 6. [ɪn'vestrɪ __] | 11. [ˌwel'p __ d] |
| 2. [ˌju:nɪ'v __ sɪtɪ] | 7. ['fam __ ns] | 12. [sə'saɪ __ tɪ] |
| 3. [p __ 'sju:] | 8. ['pɔ: __ ən] | 13. [f __ l'fɪlɪŋ] |
| 4. [ˌm __ ʃəl 'ɑ:ts] | 9. [seɪvɪŋ __] | |
| 5. [fɪ'l __ səfɪ] | 10. ['ti:n __ dʒə] | |

Activity 2. Step 1. Listen to the talk (01:08 – 02:15) and put the sounds in the correct order:

- | | |
|---|--|
| 1. [kwʃesən] – [] | 8. [dedɪdɪkeɪt] – [] |
| 2. [ʃzu:ɪŋ] – [] | 9. [bənʌm] – [] |
| 3. [dəvaɪzzɪ] – [] | 10. [bɪpʌlɪʃ] – [] |
| 4. [ksɪlz] – [] | 11. [ɪŋzfaɪnd] – [] |
| 5. [ɑ:nʌnsəd] – [] | 12. [tɒplæps] – [] |
| 6. [fnaʊdɪd] – [] | 13. [bɔ:dzwart] – [] |
| 7. [naɪɔ:gəzeɪʃən] – [] | 14. [nɔ:lmə] – [] |

Step 2. Mark the stress in the multi-syllable words.

Activity 3. Step 1. Listen to the talk (02:16 – 04:23) and put the parts of the words in the correct order:

- | |
|--|
| 1. [kʌ dɪs vəd] – [] |
| 2. [kə æ de mɪks] – [] |
| 3. [ɪm tənt pɔ: lɪ] – [] |
| 4. [dɪ ʒənz sɪ] – [] |

5. [klu: kən ʒən] – []

6. [fəʊ sɪz kə] – [

7. [beI klI sI] – []

8. [drə tɪk mə lɪ] – []

9. [ai ti den fai] – []

10. [mem rI bə] – [

11. [vɒ lɪ viəs] – [

Step 2. Mark the stress.

Activity 4. Listen to the talk (04:24 – 07:15) and cross out the odd one out:

1. ['θɪəri] – ['sʌmθɪŋ] – [ðæt] – [depθ]

2. [əd'vaɪs] – [kə'riə] – ['aɪs, hʊkɪ] – [rɪ'laɪəbl]

3. ['mæʊtɪveɪtɪd] – ['fəleʊ] – [ðəʊz] – ['meɪbɪ]

4. [saʊnd] – [faʊnd] – [ə'kaʊnts] – ['deɪtə]

5. ['ri:znəbl] – ['ɪntrɪstɪd] – [sək'si:d] – [ˌgærən'ti:]

6. [In'dʒɔɪ] – ['sɜ:veɪ] – [bɜ:n] – [ə'sɜ:tɪv]

Activity 5. Listen to the talk (07:16 – 08:50) and transcribe 2 words which contain the sounds below:

1. $[eI] - [\quad], [\quad]$

2. $[d_3] - [$, $[$

3. $[w] - [\quad]$, $[\quad]$

4. $[\cap] = [\cup]$, $[\cap] = [\cup]$

5. $[n] = [\quad], [\quad]$

6. [u:] – [_____], [_____]

Activity 6. Listen to the talk (08:51 – 10:00) and complete the transcription of the words:

1. ['v _____ ʊəbl]

3. [kwəʊ ____]

2. ['p _____ nəlɪ]

4. ['flʌr ____]

5. [____'pɪrɪkəl]

8. ['mɑ:st ____]

6. ['sætɪs ____]

9. ['pɜ:p ____]

7. [ə' ____ vmənt]

10. ['straɪv ____]

Activity 7. Step 1. Listen to the talk (10:01 – 11:32) and circle 14 expressions in the grid below. Mind that there are some extra sounds:

t	ə	b	ɪ	s	ə	k	s	e	s	f	ʊ	l	ə	z	ə	n	æ	l	t	r	ʊ	ɪ	s	t
h	s	t	r	e	w	z	v	n	ɒ	ɒ	s	p	e	n	d	ɔ:	l	ə	v	m	aɪ	t	aɪ	m
eɪ	w	ə	z	n	ɒ	t	ə	p	i:	l	ɪ	ŋ	ə	t	ɔ:	l	v	n	ɔ:	i:	s	t	d	aɪ
t	f	ə	e	ʒ	v	ɪ	k	l	p	əʊ	ʃ	z:	t	r	l	b	j	s	n	ɒ	g	l	f	t
ɪ	ə	l	ɒ	t	b	e	t	ə	ɒ	j	dʒ	m	i:	n	ɪ	ŋ	f	ʊ	l	g	əʊ	l	z	r
t	h	eɪ	z	b	l	z	i:	t	ð	ə	g	r	eɪ	t	ɪ	s	t	ɪ	m	p	æ	k	t	u:
b	w	z	j	k	j	v	d	s	p	p	eɪ	ð	ə	b	ɪ	l	z	s	p	p	w	n	ʊə	k
ʌ	i:	n	w	z:	k	ɪ	n	ə	ʃ	æ	r	ɪ	t	ɪ	n	æ	j	d	ɪ	u:	e	e	k	ɔ:
t	aɪ	w	ə	z	p	r	ɪ	t	ɪ	ʃ	aɪ	p	e	l	e	d	l	ə	k	t	r	ɪ	j	l
n	ŋ	l	ɒ	t	s	ə	v	ʌ	ð	ə	p	z:	s	n	l	b	e	n	ɪ	f	ɪ	t	s	ɪ
m	e	r	t	f	əʊ	k	ə	s	ɒ	n	h	e	l	p	ɪ	ŋ	ʌ	ð	ə	z	t	b	b	ŋ

Step 2. Write the transcription of the expressions down and draw their rhythmic patterns.

1. [_____] _____
2. [_____] _____
3. [_____] _____
4. [_____] _____
5. [_____] _____
6. [_____] _____
7. [_____] _____
8. [_____] _____
9. [_____] _____
10. [_____] _____
11. [_____] _____
12. [_____] _____
13. [_____] _____

14. [_____] _____

Activity 8. Listen to the talk (11:33 – 12:52), underline and correct one mistake in the transcribed words:

- | | |
|-----------------------------|------------------------------|
| 1. ['prektɪkəl] – [_____] | 8. [klu:s] – [_____] |
| 2. ['aʊəs] – [_____] | 9. [wɔ:θ] – [_____] |
| 3. ['sʌmerɪ] – [_____] | 10. ['metəz] – [_____] |
| 4. [ɪk'splə] – [_____] | 11. ['presɪn] – [_____] |
| 5. [dɪ'mɑ:nt] – [_____] | 12. ['sʌlvɪŋ] – [_____] |
| 6. ['æriəz] – [_____] | 13. [ʌn'fæli] – [_____] |
| 7. ['prɒgræmɪŋ] – [_____] | 14. [nɪ'glektɪt] – [_____] |

Activity 9. Listen to the talk (12:53 – 14:58) and correct the mistakes in the transcribed expressions:

1. [gəʊ tu: 'efrɪkə] – [_____]
2. [wɪð jə əʊn tu: hænds] – [_____]
3. [baj dɪ'veləpɪn nju: tek'nɒlədʒɪ] – [_____]
4. [baj 'spredɪn bɪg aɪ'diəz ɪn ðe^j ɑ:ts] – [_____]
5. [aɪ wɒz gud æt wɒt aɪ dɪd] – [_____]
6. [bʌt wɒt wɒz ɪt ɔ:l fɔ:] – [_____]
7. [dɒnt dʒəst 'fɒləʊ jɜ: 'pæʃən] – [_____]

Activity 10. Step 1. Read the transcription from Activities 1–9 aloud and record your voice.

Step 2. Listen to the recording and the talk and tick the speech units that you mispronounced.

Step 3. Repeat the procedure with the speech units you ticked.

Activity 11. Practice reading the transcript of the talk aloud.

UNIT 6

TED Talk: Maisie Williams “Why talent carries you further than fame”

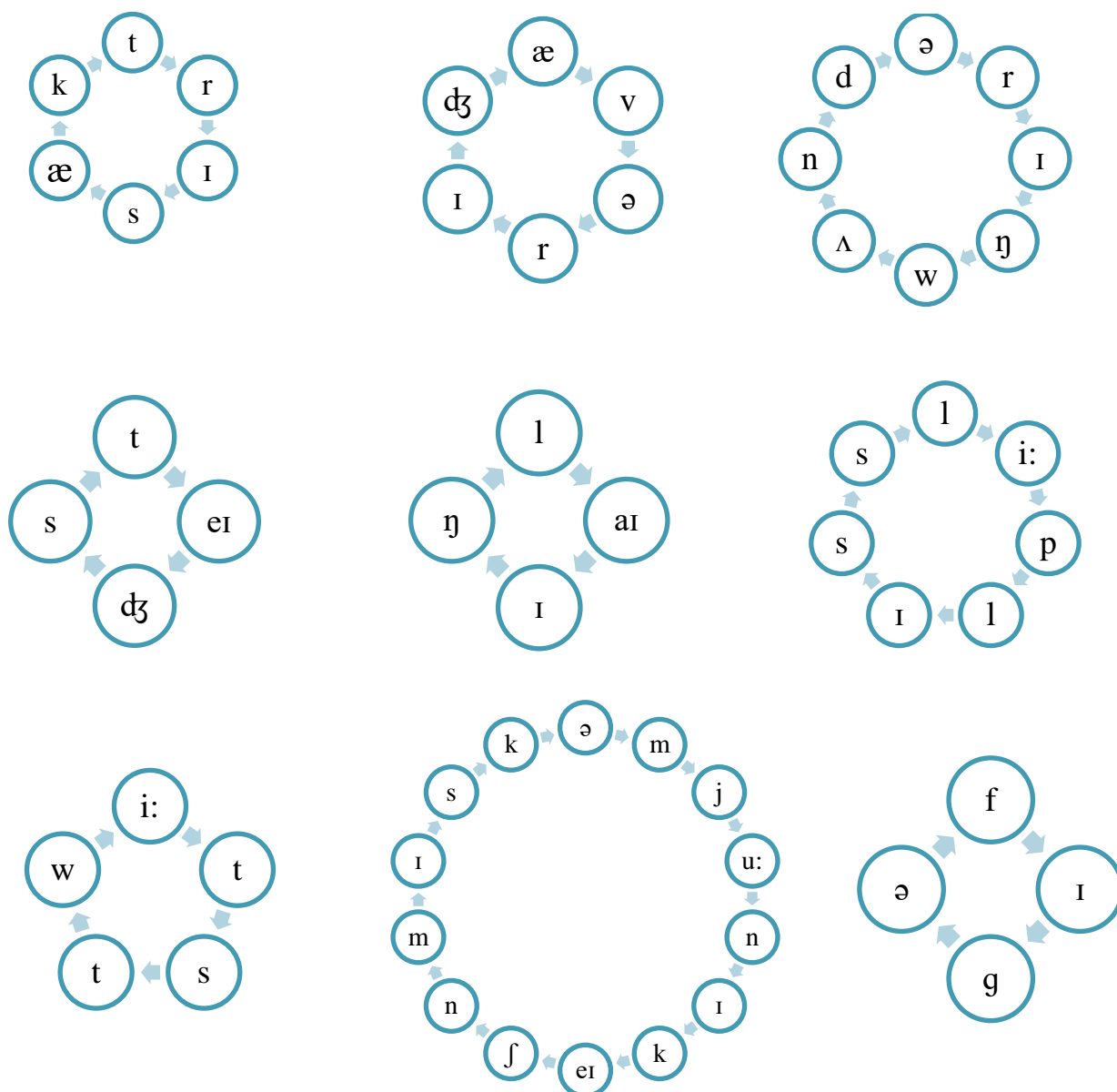
Video:

https://www.ted.com/talks/don_t_strive_to_be_famous_strive_to_be_talented

Transcript:

https://www.ted.com/talks/don_t_strive_to_be_famous_strive_to_be_talented/transcript

Activity 1. Step 1. Listen to the talk (00:07 – 01:00) and underline the first sound in the transcribed words below:



Step 2. Mark the stress in the multi-syllable words.

Activity 2. Listen to the talk (01:01 – 01:46) and fill in the gaps with the missing sounds. Mark the stress in the multi-syllable words:

- | | | |
|----------------------|----------------------|---------------------|
| 1. [əp ____ n] | 5. [ɪn ____ dɪkwɪt] | 9. [d ____ fɪnɪtlɪ] |
| 2. [wɒtʃ ____] | 6. [p ____ blɪk] | 10. [____ ɪsə:rəs] |
| 3. [ɪnspɪr ____ ʃən] | 7. [sp ____ kə] | 11. [ɪnd ____ d] |
| 4. [ɪnspəɪə ____] | 8. [____ bsəlu:tlɪ] | 12. [ɪmp ____ kt] |

Activity 3. Listen to the talk (01:47 – 02:52) and fill in the gaps with the common missing sound for the groups of words:

1. ['sɪblɪ ____ z] – ['jʌ ____ gə] – ['evrɪθɪ ____]
2. [dɪ'v ____ st] – [w ____ kt] – [' ____ dnəri]
3. [greɪd ____] – [dri:m ____] – ['ti:ʃə ____]
4. [t ____] – [h ____] – [gr ____]
5. ['k ____ nsl] – [h ____ s] – [m ____ θ]
6. ['əʊld ____] – ['sent ____] – [____ 'weɪ]

Activity 4. Listen to the talk (02:53 – 03:49) and transcribe 3 words which contain the sounds below:

- | | | |
|-------------|------|------|
| 1. [ŋ] – [|], [|], [|
| 2. [ɪ] – [|], [|], [|
| 3. [əʊ] – [|], [|], [|
| 4. [i:] – [|], [|], [|
| 5. [v] – [|], [|], [|
| 6. [ə] – [|], [|], [|
| 7. [h] – [|], [|], [|

Activity 5. Listen to the talk (03:50 – 04:59) and complete the transcription of the words:

- | | | |
|------------------------|-------------------|---------------------|
| 1. [____ 'rəʊld] | 4. ['ʃæl ____] | 7. [,nəʊ'br ____] |
| 2. [ɪn'fə: ____] | 5. [prɪ'zen ____] | 8. ['krɒk ____] |
| 3. [, ____ 'tju:nɪtɪ] | 6. [rɪ'pi: ____] | 9. [rɪ' ____ mənts] |

10. [sɪ'v _____]

Activity 6. Listen to the talk (05:00 – 06:27) and do the crossword. Write down the transcription of the hidden word: _____

		² ɔ:	d	¹	ʃ	n	
	³ b	r	əʊ				
	⁴ b	l	e		ɪ	ŋ	
⁵ d	ɪ	s	g		z		
	⁶ p	əʊ	s		m	ə	n
	⁷ g	ʌ	v		ə	n	t
	⁸ e	n	t		d		
		⁹ f	ʌ		d	ɪ	ŋ
	¹⁰ b	ɜ:	s		ɪ	ŋ	

Activity 7. Listen to the talk (06:28 – 07:36) and put the transcription symbols in the correct order. Mind that there are two misplaced sounds in each transcribed word:

- [kɪn'sɪstəd] – []
- [wɒkʃɜ:ps] – []
- [zemɪnɑ:s] – []
- [spəʃelɪsts] – []
- [pə'fɔ:nəms] – []
- [,ɪmprəveɪ'zaɪʃən] – []
- ['ləʊbɪŋ] – []
- ['ʃɪkfənɪ] – []
- [baʊnts] – []
- ['dɑ:hə] – []
- [ep'sʌtɪŋ] – []
- ['mɪvʊ:z] – []

Activity 8. Listen to the talk (07:37 – 09:06) and complete the transcription of the sentences:

- [_____ "θɜ:d ,ɒpə'tju:nɪtɪ | _____ "ʃælɪndʒ | _____ prɪ"zentɪd 'wɪð]
- [_____ 'klaɪmd _____ 'steps _____ ðə 'meθədɪst "ʃɜ:ʃ | _____ maɪ 'mʌðəz 'hænd _____ "maɪn]
- [_____ 'ɔ:lsəʊ ə'baʊt _____ "pet ,fɪʃ].
- [_____ 'neɪm _____ "kɔ:ld | 'ðen _____ 'stept ɪn"səɪd].
- [_____ 'su:n _____ 'prest rɪ"kɔ:d | _____ 'ɔ:l 'drɪftɪd ə"weɪ]
- [_____ _____ "ʃɪ:kɪ]

7. [____ ____ "laʊd]
8. [____ ____ "æŋgrɪ]
9. [____ ____ "ðɪs | ____ ____ "pɜ:fɪkt]

Activity 9. Listen to the talk (09:07 – 10:22) and correct the transcription of the words if necessary:

- | | |
|------------------------------|--------------------------------|
| 1. ['epɪsɒd] – [_____] | 8. ['sɪərɪsnɪs] – [_____] |
| 2. [telɪ'vɪzən] – [_____] | 9. [θrʊ'aʊt] – [_____] |
| 3. [smæʃɪd] – [_____] | 10. ['ɪndestrɪ] – [_____] |
| 4. ['pri:vɪəs] – [_____] | 11. ['memfɪ:ld] – [_____] |
| 5. ['vju:m] – [_____] | 12. ['vɒpɪŋ] – [_____] |
| 6. [nɒmɪ'neɪtɪd] – [_____] | 13. ['kɒnstəntlɪ] – [_____] |
| 7. ['dekeɪd] – [_____] | 14. [əksɪ'dentəlɪ] – [_____] |

Activity 10. Step 1. Listen to the talk (10:23 – 11:38) and correct the mistakes in the transcribed words below.

1. 'svɪɡɪŋ	a) 'pra:bləm	
2. hju:ʃ	b) ɪn'deve	
3. 'sɔ:ʃəl	c) 'tæləntɪt	
4. 'leɪtɪst	d) brɪəs	
5. dɪm	e) skʊl	
6. ɪk'spensɪf	f) ði: ə'tenʃn	
7. keɪʃ	g) mɪdɪə	

Step 2. Match the words to make expressions from the talk and write them down in the third column.

Activity 11. Listen to the talk (11:39 – 13:22) and correct the transcription of the sentences:

1. ['æktəz ɑ: ^r 'əʊnlɪ 'æz 'ɡʊd 'æz 'ðeə "raɪtəz]

[_____]

2. [mju:ˈzɪʃənz a: ˈtʰəʊnlɪ ˈæz ˈstrɒŋ ˈæz ˈðeə prəˈdju:səz]
[]
3. [ˈænd dɪˈzainəs ˈni:d ðeə ˈti:ms]
[]
4. [ˈnaʊ wi: ˈhæv æ ˈti:m | ɒv ˈsɪks]
[]
5. [ˈænd fə ˈʌs | ˈðæt wɒz æn aɪəʊˈes ˈæp]
[]

Activity 12. Step 1. Read the transcription from Activities 1–11 aloud and record your voice.

Step 2. Listen to the recording and the talk and tick the speech units that you mispronounced.

Step 3. Repeat the procedure with the speech units you ticked.

Activity 13. Practice reading the rest of the talk (13.23 – 16.21) together with the speaker (see the transcript).

UNIT 7

TED Talk: Elora Hardy “Magical houses, made of bamboo”

Video:

https://www.ted.com/talks/elora_hardy_magical_houses_made_of_bamboo

Transcript:

https://www.ted.com/talks/elora_hardy_magical_houses_made_of_bamboo/transcript

Activity 1. Listen to the talk (00:12 – 01:23) and fill in the gaps with the missing sounds:

- | | | |
|------------------------|-----------------------------|--------------------|
| 1. ['m ____ ru:m] | 6. ['b ____ lɪ] | 11. ['t ____ ntɪd] |
| 2. ['r ____ laɪz ____] | 7. [brɪ ____] | 12. ['dʒ ____ nt] |
| 3. [ʌn'ju:ʒ ____ l] | 8. ['k ____ rviŋ] | 13. ['w ____ vən] |
| 4. [dɪ'zainɪ ____] | 9. ['br ____ zɪ ____] | |
| 5. [br'sp ____ k] | 10. [' ____ rkən,dɪfn ____] | |

Activity 2. Step 1. Listen to the talk (01:24 – 02:34) and circle 13 words in the grid below. Mind that there are some extra sounds:

s	ʌ	n	p	r	ə	d	ʌ	k	t	ɪ	v
ə	f	ɪ	g	ə	r	d	əʊ	l	ɪ	b	i:
s	s	l	l	v	w	v	s	ʌ	m	æ	z
t	ʌ	s	p	i:	ʃ	i:	z	m	b	m	l
eɪ	n	θ	e	n	k	b	p	p	ə	b	h
n	l	h	e	z	ɪ	t	eɪ	t	r	u:	r
ə	aɪ	ɪ	n	s	j	ə	l	eɪ	ʃ	ə	n
b	t	m	aʊ	n	t	ə	n	s	aɪ	d	z
l	ʌ	k	ʃ	ə	r	ɪ	z	n	m	g	r

Step 2. Mark the stress in the multi-syllable words.

Activity 3. Listen to the talk (02:35 – 03:48) and cross the odd one out:

1. ['hɑ:rvi:st] – ['hʌndrədz] – ['hɒləʊ] – ['wʊmən]
2. [klʌmps] – ['bɪldɪŋz] – ['strʌktʃərz] – [kɪdz]

3. ['mi:tərz] – [sti:l] – [fju:] – [gri:n]
4. [tʌnz] – ['fɑ:ðə] – ['strʌktʃərz] – [kən'strʌkʃən]
5. [ðei] – [θɔ:t] – [streŋθ] – ['z:rθkweɪk]

Activity 4. Listen to the talk (03:49 – 05:08) and fill in the gaps with the common missing sound for the pairs of words:

1. ['__ kɪtektz] – ['g __ dnz]
2. [ə'ri __ ənl] – ['ve __ ɪ]
3. ['f __ ndɪd] – [sə'r __ nd]
4. ['fɜ:rni __ ə] – ['ki __ ɪn]
5. [ju:'ni: __] – ['e __ spɔ:rt]
6. [r __ prɪ'z __ nts] – ['t __ kstɑɪlz]
7. [ʌp'd __ tɪd] – ['replɪk __ tɪd]
8. [dɪ'z __ nərz] – [ɪn's __ d]

Activity 5. Listen to the talk (05:09 – 06:07) and complete the transcription of the words:

- | | | |
|-------------------|--------------------|--------------------|
| 1. [ɪ'læb _____] | 5. [rɪ'lai _____] | 9. [ʌn'tri: _____] |
| 2. ['dʒɑ: _____] | 6. ['ɪnse _____] | 10. [ɪ'spe _____] |
| 3. ['ri:dʒ _____] | 7. [ˌʌnprə' _____] | 11. [kən'v _____] |
| 4. ['lɪtər _____] | 8. ['weð _____] | |

Activity 6. Listen to the talk (06:08 – 07:15) and complete the transcription of the sentences:

1. ["_____ | _____ 'ni:d_____ 'seɪf 'tri:tmənt _____ 'lu:ʃənz]
2. ['bɔ:ræks _____ _ 'næfɹəl 'sɔ:lt]
3. [_____ 'tɜ:nz ,bæm'bu: _____ _ 'vaɪəbl 'bɪld_____ mə'tɪr_____]
4. [" _____ | 'bɪld 'sʌmθɪŋ ɪks'trɔ:dnrɪ " _____ _ _____]
5. [ɪt 'vælj_____ _ "ɑ:tɪzən]
6. ['_____ 'tu: 'pəʊlz ə'lɑ:k | ' _____ 'streɪt "lɑ:mz | ' _____ 'tu:bɑ"fɔ:z ' _____]
7. [_____ _ 'hæd _____ ^w ɪn'vent _____ _ 'əʊn "ru:lz]

Activity 7. Listen to the talk (07:16 – 08:13) and choose the correct transcription of the words:

- | | |
|--------------------|-----------------------|
| 1. a) ['hɑ:rdkɔ:r] | 6. a) [rek'tæŋgjʊlər] |
| b) ['hʌd,kɔ:r] | b) [rek'tæŋgjʊlər] |
| c) [hɑ:d'kɔ:r] | c) [rek'tæŋgʊlər] |
| 2. a) ['blʊ,prɪnt] | 7. a) ['hɪndʒɪz] |
| b) ['blu:,prɪnt] | b) ['hɪntʃɪz] |
| c) ['blu:prɪnt] | c) ['hɪndʒɪs] |
| 3. a) ['mæzər] | 8. a) ['græwɪtɪ] |
| b) ['meɪzər] | b) ['grevɪtɪ] |
| c) ['meɪzər] | c) ['grævɪtɪ] |
| 4. a) [kən'sɪdər] | 9. a) ['pɪvət] |
| b) [kən'si:dər] | b) [pɪvət] |
| c) [kən'sɪdər] | c) ['pɪvət] |
| 5. a) [kɜrv] | 10. a) ['belənst] |
| b) [cɜ:rv] | b) ['bælenst] |
| c) [kɜ:rv] | c) ['bælənst] |

Activity 8. Listen to the talk (08:14 – 10:07), underline and correct 2 mistakes in the transcription of each expression:

- | | |
|-------------------------------------|---|
| 1. [si:'lektɪf 'benɪfɪts] – [|] |
| 2. [ˌɪtsɪ 'bɪtsy 'lɪtəl splɪts] – [|] |
| 3. [streɪtʃ æ 'kænvəs] – [|] |
| 4. ['strʌkʃərəl kə'nekʃəns] – [|] |
| 5. [stɪl dʒɔjnts] – [|] |
| 6. [bæər fɪt] – [|] |
| 7. [ʃændʒ ðe 'fʊtprɪnt] – [|] |
| 8. ['ɑ:ltɪmɪtli li:f] – [|] |
| 9. [krɪ'eɪt 'bɔtɪ] – [|] |

Activity 9. Step 1. *Read the transcription from Activities 1–8 aloud and record your voice.*

Step 2. *Listen to the recording and the talk and tick the speech units that you mispronounced.*

Step 3. *Repeat the procedure with the speech units you ticked.*

Activity 10. *Practice reading the transcript of the talk aloud.*

UNIT 8

TED Talk: Jamie Oliver “Teach every child about food”

Video:

https://www.ted.com/talks/jamie_oliver

Transcript:

https://www.ted.com/talks/jamie_oliver/transcript

Activity 1. Listen to the talk (00:16 – 01:19) and fill in the gaps with the missing sounds:

- | | | |
|---------------------------|----------------------------|----------------------------|
| 1. ['mɪn ____ ts] | 5. ['t ____ ____ ləslɪ] | 9. [ˌed ____ ____ 'keɪʃən] |
| 2. [____ 'merɪk ____ nz] | 6. [ɪ ____ ____ ɪpmənt] | 10. [pr ____ 'f ____ ndlɪ] |
| 3. [____ səks] | 7. ['meds ____ n] | 11. ['pr ____ m ____ l] |
| 4. ['f ____ lɪ] | 8. [ˌɪnf ____ 'm ____ ʃən] | 12. [ʌn'h ____ l ____ ɪ] |

Activity 2. Listen to the talk (01:20 – 02:21) and write down the common missing sound for the groups of words:

1. [pl ____ z] – [s ____] – [əʊ'b ____ s]
2. [' ____ ɪldrən] – [____ aɪld] – [ɪ'ven ____ ʊəlɪ]
3. [r ____ z] – [tə'd ____] – [ˌdʒenə'r ____ ʃən]
4. ['l ____ fspæn] – ['hɒmɪs ____ d] – [r ____ t]
5. ['ʌ ____ klz] – ['jʌ ____ gə] – ['bi:ɪ ____]
6. ['lændsk ____ p] – [ˌəʊvə'w ____ t] – [p ____ dʒ]
7. [h ____ ndz] – [b ____ d] – ['p ____ rənəɪd]

Activity 3. Listen to the talk (02:26 – 03:27) and write the transcription symbols in the correct order to make words. Mark the word stress:

1. [ʃəlspeɪst] – [____]
2. [tæstrəkəfɪ] – [____]
3. [pɪŋswi:] – [____]
4. [reʃənvəlu:] – [____]
5. [kəʊmeksɪ] – [____]
6. [sɪtrəʊbi:] – [____]

- | | |
|-------------------|----------------------|
| 3. ['_____ tɪvz] | 9. [ˌsɪfʊ'_____] |
| 4. [ɪn'gri:_____] | 10. ['_____dəfəl] |
| 5. ['_____ ɪəsli] | 11. [ɪ'vɒ_____] |
| 6. ['leɪb_____] | 12. ['dʒʌ_____] |
| 7. [_____ 'selvz] | 13. ['_____ stænsɪz] |
| 8. [_____ stɪkli] | |

Activity 8. Listen to the talk (09:23 – 12:04) and complete the transcription of the sentences:

1. [____ 'nɒt 'slæɡɪŋ ____ 'ɒf]
2. [____ 'du:ɪŋ ____ 'best]
3. [____ 'sɪstəm ____ 'haɪli | 'rʌn ____ ə'kaʊntənts]
4. ['frenʃ fraɪz ____ kən'sɪdəd ____ 'vedʒətəbl]
5. [____ 'dəʊnt 'i:vn ' ____ 'ɡɪvən 'krɒkəri]
6. ['nəʊ | ____ 'tu: 'deɪndʒrəs]
7. [____ 'nɒt 'ti:ʃɪŋ ____ 'kɪdz]
8. ['ɪf ____ 'kɪdz 'dəʊnt 'nəʊ 'wɒt 'stʌf 'ɪz | 'ðen ____ ____ 'nevə 'i:t ____]
9. [____ 'ɡɒt ____ 'stɑ:t 'ti:ʃɪŋ ____ 'kɪdz ə'baʊt 'fu:d ____ 'sku:lz | 'piəriəd]

Activity 9. Listen to the talk (12:09 – 14:07), underline and correct one mistake in each transcribed word:

- | | |
|-----------------------------|-----------------------------|
| 1. [ɪ'pɪtemaɪzɪz] – [_____] | 6. [ɪ'skeɪpt] – [_____] |
| 2. ['beɪzɪk] – [_____] | 7. ['teɪblspu:ns] – [_____] |
| 3. [ˌənɪ'mə:] – [_____] | 8. ['li:bəti] – [_____] |
| 4. ['səpɒt] – [_____] | 9. ['eɪdɪns] – [_____] |
| 5. ['flævəriŋ] – [_____] | 10. ['ɡɑ:vəmənt] – [_____] |

Activity 10. Listen to the talk (14:08– 17:40), underline and correct the mistakes in the transcribed sentences:

1. ['ðæts ðe 'ɡʊd 'nju:z]
[_____]

2. ['weə^r 'els du: ju: 'ʃɒp 'səʊ rɪ'lıdʒəsɪ]
[]
3. [ðeɪ dʒəst 'sel ʌs 'wɒt wi: 'wɒnt]
[]
4. ['ɪts ðe 'əʊnlɪ 'weɪ]
[]
5. ['səʊ 'ði:s 'gaɪz 'ɑ: 'gɒnə bi: 'pɑ:t əv ðe sə'lu:ʃən]
[]
6. [ɪf ju: kæn 'kʊk | 'taɪm 'dəznt 'mætə]
[]
7. [ðə 'stɑ:f ə ðə 'mʌmz ænd 'dædz ɒf ə'merɪkəz 'ʃɪldrən]
[]
8. ['defɪnɪtlɪ ðeɪ 'ʃædn bi: 'left 'aʊt]
[]

Activity 11. Step 1. Read the transcription from Activities 1–10 aloud and record your voice.

Step 2. Listen to the recording and the talk and tick the speech units that you mispronounced.

Step 3. Repeat the procedure with the speech units you ticked.

Activity 12. Practice reading the rest of the talk (17.41 – 21.35) together with the speaker (see the transcript).

UNIT 9

TED Talk: Jordon Cox “You’re spending too much!”

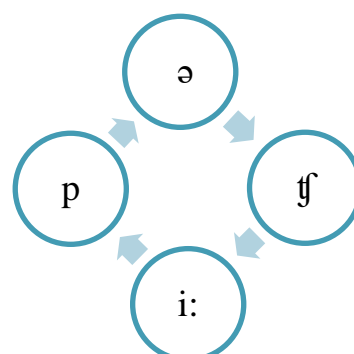
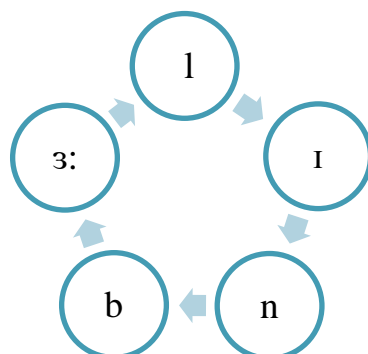
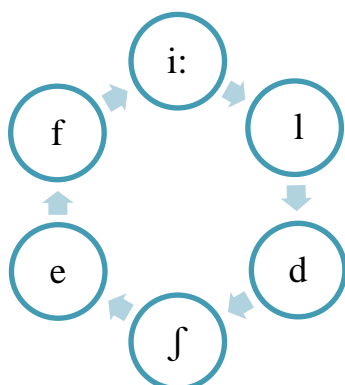
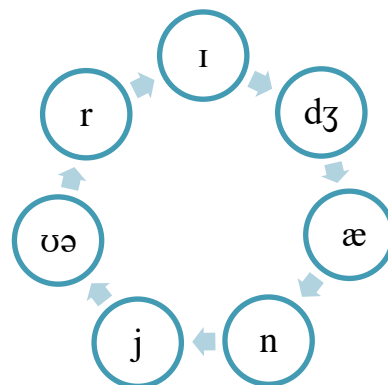
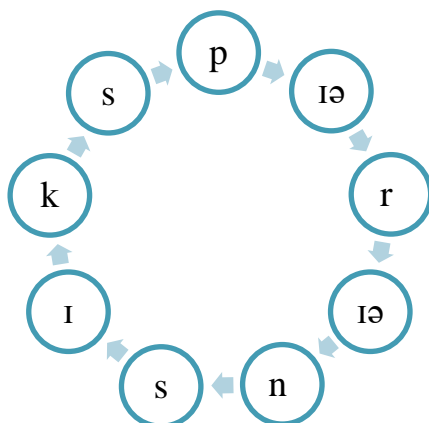
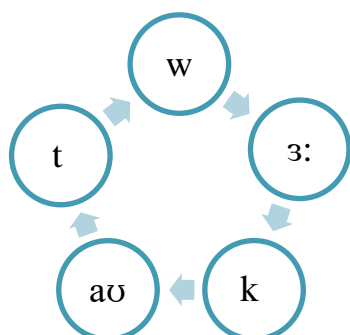
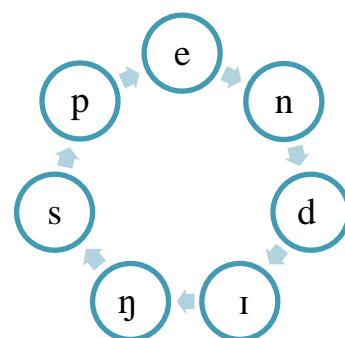
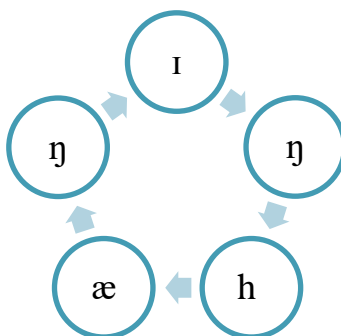
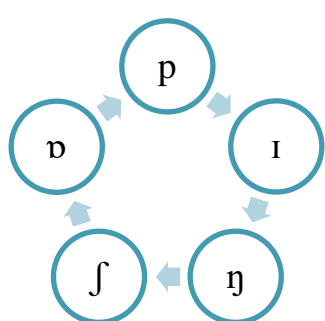
Video:

<https://amara.org/mn/videos/aDNIjfmXKA5e/en/1489266/>

Transcript:

<https://amara.org/mn/videos/aDNIjfmXKA5e/en/1489266/>

Activity 1. Listen to the talk (00:17 – 01:11) and underline the first sound in the transcribed words below:



Activity 2. Listen to the talk (01:12 – 01:39) and fill in the gaps with the missing sounds:

1. ['k __ pɒnɪ __]
2. ['p __ stɪ __]
3. ['f __ s, b __ k]
4. [skɪm __]
5. ['h __ ʃ, tæ __]
6. ['k __ ntekst]
7. ['k __ mɪk __ l]
8. [ˌr __ pə' __ est]

Activity 3. Listen to the talk (01:40 – 02:20) and write the transcription symbols in the correct order to make words:

1. [sdʒteɪ] – []
2. [mənədʒʌstts] – []
3. [rdɪfəns] – []
4. [bndræz] – []
5. [llɔɪəti] – []
6. [zski:m] – []
7. [ækkæʃb] – []
8. [dɪstpaɪ] – []

Activity 4. Listen to the talk (02:21 – 03:26) and transcribe 2 words containing the sounds below:

1. [aʊ] – [], []
2. [aɪ] – [], []
3. [ŋ] – [], []
4. [e] – [], []
5. [v] – [], []
6. [əʊ] – [], []
7. [z] – [], []

Activity 5. Listen to the talk (03:27 – 04:10) and do the crossword. Write down the transcription of the hidden word: _____

					1	r	ɪ	t	ɪ					
2	ɪ	n	ʃ	ʊə	r		n	s						
			3	w	e	b		aɪ	t					
					4	ʃ		k	aʊ	t	s	m	ɑ:	t
				5	m	ʌ		ɪ						
				6	b	ɔ:								
				7	k	l		k	ɪ	ŋ				
						8		ʌ	s	t				

Activity 6. Listen to the talk (04:11 – 04:39) and complete the transcription of the words:

- | | |
|------------------|------------------|
| 1. ['aɪs _____] | 5. [' _____ deɪ] |
| 2. [ɪg'z _____] | 6. [saʊn _____] |
| 3. ['rest _____] | 7. [' _____ gl] |
| 4. ['vaʊ _____] | |

Activity 7. Listen to the talk (04:40 – 05:52) and complete the transcription of the sentences:

- [_____ 'ju: 'hæv _____^j ə'bɪlɪtɪ _____ 'tɜ:n _____ 'ɪntə "θaʊzəndz]
- [_____ 'nɒt 'bʊðəd _____ 'wɒt "brændz _____ 'baɪ | _____ kən 'tɜ:n ɪt 'ɪntə "θaʊzəndz]
- ['θɪŋk ə'baʊt 'wɒt _____ 'mʌnɪ _____ 'du: _____ 'ju:]
- [_____ 'seərə _____ 'nɒt 'veri "hæpɪ]
- [_____ _____ 'lɒk _____ 'wɒt fɪz "spendɪŋ | ðə^r ə _____ 'θɪŋz _____ ə^rə _____ "kwesʃənəbl]

Activity 8. Listen to the talk (05:53 – 07:02), underline and correct one mistake in each transcribed word:

- | | |
|--------------------------------|---------------------------------|
| 1. [,rezə'lu:ʒən] – [_____] | 8. ['mʌnðlɪ] – [_____] |
| 2. ['sɪŋgl] – [_____] | 9. ['tɒtl] – [_____] |
| 3. ['vi:kdeɪ] – [_____] | 10. ['lʌstlɪ] – [_____] |
| 4. ['kɔ:fɪ] – [_____] | 11. [fʊ:s] – [_____] |
| 5. ['teɪkeweɪ] – [_____] | 12. [kləʊθz] – [_____] |
| 6. ['ædɪŋ] – [_____] | 13. [,ʌndə'stend] – [_____] |
| 7. ['fændʒɪz] – [_____] | 14. [seɪls] – [_____] |

Activity 9. Listen to the talk (07:03– 08:38), underline and correct the mistakes in the transcribed sentences:

- [ju: kən 'si: 'wɒt ðæt "dʌz tə hɜ: 'mʌnθlɪ "leftəʊvəz]
[_____]
- [ɪf ju: 'pʊt 'ðæt 'bæk "ɪn | fɪ:z 'stɪl 'getɪŋ 'evrɪθɪŋ ðæt fɪ: 'ju:zd tə "hæv]
[_____]

3. ['naʊ 'ʃi:z 'hæpiə]
[]
4. ['simpl 'ʃeɪndʒɪz tu: ʒə: 'bʌdʒɪt kæn 'mi:n 'hju:dʒ 'seɪvɪŋz]
[]
5. [aɪm 'kwɑɪt 'leɪzɪ | 'səʊ aɪ 'spend 'θri: 'paʊndz ɒn rɪ'tɜ:n 'bʌs tu: ðe 'steɪʃən 'evrɪ
"mɔ:nɪŋ]
[]
6. [bʌt ɪn ðɪs 'naɪs 'weðə | aɪ kəd "saɪkl tu: ðe 'steɪʃən | ənd 'pædl maɪ 'baɪk "ʌp]
[]
7. ['ðæts 'fɪfti:n 'paʊndz æ "wi:k | ənd 'eɪt 'hʌndrəd 'paʊndz ɪf ju: 'dɪd ɪt 'ɔ:l "ʃɪə]
[]

Activity 10. Step 1. Read the transcribed words and sentences from Activities 1–9 aloud and record your voice.

Step 2. Listen to the recording and the talk and tick the words/sentences that you mispronounced.

Step 3. Repeat the procedure with the words/sentences you ticked.

Activity 11. Practice reading the transcript of the talk aloud.

UNIT 10

TED Talk: Sir Ken Robinson “Do schools kill creativity?”

Video:

<https://www.youtube.com/watch?v=iG9CE55wbtY>

Transcript:

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity/transcript

Activity 1. Step 1. Listen to the talk (00:26 – 01:52) and circle 14 words in the grid below. Mind that there are some extra sounds:

d	d	b	l	əʊ	n	ɜ:	r	j	p	e	n
ɪ	k	s	t	r	ɔ:	d	ə	n	ə	r	ɪ
n	j	h	əʊ	l	k	l	ʃ	ŋ	ɒ	p	s
ə	ʊə	i:	ð	ʊə	ɒ	m	ə	i:	b	ɪ	ʃ
p	r	e	z	ə	n	t	eɪ	ʃ	ə	n	z
ɑ:	ɪə	u:	æ	w	f	j	u:	ʃ	ə	t	l
t	s	l	b	r	ə	aʊ	v	ʊ	ʒ	r	θ
ɪ	l	i:	l	dʒ	r	l	k	e	z	ɪ	i:
w	ɪ	v	ʌ	h	ə	m	n	g	əʊ	s	m
e	v	ɪ	d	ə	n	s	k	dʒ	l	t	z
v	k	ŋ	t	ɑ:	s	k	t	ɪ	m	n	r

Step 2. Mark the stress in the multi-syllable words.

Activity 2. Listen to the talk (01:55 – 03:41) and fill in the gaps with the missing sounds:

- | | |
|--------------------------|--|
| 1. [, __ dʒʊ'k __ ʃən] | 8. [, eksp __ 't __ z] |
| 2. [d __ p] | 9. [p __ 'reɪd] |
| 3. [rɪ'li __ ən] | 10. [, __ nprɪ , d __ ktə'b __ lɪtɪ] |
| 4. ['p __ tli] | 11. [ə'gri: __] |
| 5. [gr __ sp] | 12. [kə'p __ sɪtɪ __] |
| 6. [rɪ't __ əri __] | 13. [, mə'veɪ __ ən] |
| 7. [dɪs'p __ t] | 14. ['m __ vəl] |

15. [ɪk's ___ p ___ ənl]

18. ['ru: ___ lɪslɪ]

16. ['t ___ lənt]

19. ['lɪt ___ r ___ sɪ]

17. ['sk ___ ʊndə]

20. ['st ___ təs]

Activity 3. Listen to the talk (03:44 – 05:22) and complete the transcription of the sentences:

1. [ʃɪ 'w___nt "___və t ___ hə | ən ʃɪ 's___d | 'w ___ t ə j___ "dr ___ ɪŋ]

2. [___ n ð___ "gɜ:l 's___d | aɪm 'dr ___ ɪŋ ___ 'pɪk___ə ' ə___ " gʊd]

3. [___ n ð___ "ti:ʃə 's___d | b___t 'n ___bədɪ 'nəʊz 'wɒt 'gʊd 'l___ks 'l___k]

4. [___ n ð___ "gɜ:l 's___d | ð___ 'wɪl ɪn ___ "mɪnɪt]

5. [h___ w___z ɪn ð___ nə'tɪvɪtɪ 'pl___]

6. [d___ j___ rɪ'memb___ ð___ 'stɔ:rɪ]

7. [ð___ 'pɒt 'ði:z 'bɒksɪ___ 'd___n | ___ n ð___ "f___st 'bɔɪ 's___d | ___ 'brɪ___ j___ "g___ld]

8. [___ n ð___ "sekənd 'bɔɪ 's___d | ___ 'brɪ___ j___ "m___]

9. [___ n ð___ "θ___d 'bɔɪ 's___d | "fræ___k 'sent 'ðɪs]

Activity 4. Listen to the talk (05:34 – 06:35) and transcribe the words that receive phrasal stress:

1. [ɪf ðeɪ 'dəʊnt "____ | ðeɪl 'hæv ə "____]

2. [ðə 'nɒt 'fraɪnd əv 'bi:ɪŋ " ____]

3. [aɪ 'dəʊnt 'mi:n tə 'seɪ ðæt 'bi:ɪŋ " ____ | ɪz ðə 'seɪm 'θɪŋ əz 'bi:ɪŋ ____]

4. [ænd 'baɪ ðə 'taɪm ðeɪ 'get tə bɪ "____ | 'məʊst 'kɪdz həv "____ 'ðæt kə'pæsɪtɪ]

5. [_____ 'wʌnz 'sed 'ðɪs | hɪ 'sed ðæt 'ɔ:l 'ʃɪldrən ə 'bɔ:n "_____]

Activity 5. Step 1. Listen to the talk (06:36 – 11:14) and match the halves of the transcribed words. Write the full transcription of the words in the third column:

1. si:m	a) fju:zɪŋ	
2. ʃeɪk	b) mənɪtɪz	
3. kən	c) klu:d	
4. ænɪ	d) lɪs	
5. haɪə	e) fesəz	

6. hju:	f) spɪə	
7. prəʊ	g) gresɪvli	
8. kən	h) rɑ:kɪ	
9. sæk	i) vɜ:səri	
10. prə	j) si:dz	
11. əʃi:v	k) ʃən	
12. əfek	l) bədɪd	
13. tɪ	m) demɪks	
14. dɪsɪm	n) tek	
15. rezi	o) trəʊləbli	
16. ækə	p) mənt	
17. dɪskə	q) denʃəl	
18. ʌnkən	r) pɪkli	

Step 2. Mark the stress.

Activity 6. Listen to the talk (11:15 – 12:18) and choose the correct transcription:

- | | |
|----------------------|-----------------------|
| 1. a) ['prædɪkeɪtɪd] | 5. a) [ɪn'dʌstriɪzəm] |
| b) [predɪ'keɪtɪd] | b) [ɪn'dʌstriəlɪzəm] |
| c) ['predɪkeɪtɪd] | c) [ɪn'dʌstriəlɪsm] |
| 2. a) ['ri:zn] | 6. a) ['iu:sfəl] |
| b) ['rɪzn] | b) ['ju:sfəl] |
| c) [ri:zn] | c) ['jʊsfəl] |
| 3. a) [ɪn'ventɪt] | 7. a) [br'nanli] |
| b) [ɪn'ventɪd] | b) ['bɪnəmli] |
| c) [ɪnventɪd] | c) [br'nəmli] |
| 4. a) ['sentʃəri] | 8. a) [prə'faʊndli] |
| b) ['sentʃʊəri] | b) [pre'faʊndli] |
| c) ['sentʃeri] | c) [prəʊ'faʊndli] |

- | | |
|-----------------------|------------------------|
| 9. a) [ən'gʌlft] | 13. a) ['kɒnsɪkwəns] |
| b) [ɪn'gʌlft] | b) ['kɒnsɪkvəns] |
| c) [ɪn'gʌlfd] | c) ['kɒnsɪkwəns] |
| 10. a) [ˌrɒvə'luːʃən] | 14. a) ['brɪljənt] |
| b) [ˌrevə'luːʃən] | b) [brɪljənt] |
| c) [revə'luːʃən] | c) ['brɪljənt] |
| 11. a) ['dɒmɪneɪt] | 15. a) ['væljuːt] |
| b) [dɒmɪ'neɪt] | b) ['væljuːd] |
| c) ['dəʊmɪneɪt] | c) ['veljuːd] |
| 12. a) [prə'trektɪd] | 16. a) ['stɪgmətəɪzɪd] |
| b) [prə'træktɪd] | b) ['stɪgmətəɪzɪd] |
| c) [prə'træktɪt] | c) ['stɪgmətəɪzɪd] |

Activity 7. Listen to the talk (12:19 – 13:07), underline and correct one mistake in each transcribed word:

- | | | | |
|-----------------------|---|-----------------------|---|
| 1. [ə'kɒdɪŋ] – [|] | 8. [pɒpju'leɪʃən] – [|] |
| 2. [wɜːld'waɪd] – [|] | 9. ['sʌdnliː] – [|] |
| 3. [grædʒʊ'eɪtɪŋ] – [|] | 10. ['prɪvɪəs] – [|] |
| 4. [ˌkɒmbɪ'neɪʃn] – [|] | 11. [ɪn'fleɪʒən] – [|] |
| 5. [tek'nɒlədʒɪ] – [|] | 12. [ɪndɪ'keɪts] – [|] |
| 6. [diː'mɒgrəfi] – [|] | 13. [brɪ'niːð] – [|] |
| 7. [ɪks'pləʒən] – [|] | 14. [ˌredɪklɪ] – [|] |

Activity 8. Listen to the talk (13:08 – 14:56) and choose the correct transcription:

- a) [wɪ 'nəʊ 'θriː 'θɪŋz ə'baʊt ɪn'telɪdʒəns]

b) [wiː 'nəʊ 'θriː 'θɪŋz ə'baʊt ɪn'telɪdʒəns]
- a) [wiː 'θɪŋk "vɪʒjʊəli wiː 'θɪŋk ɪn "saʊnd wiː 'θɪŋk ˌkɪnəs"θetɪklɪ]

b) [wɪ 'θɪŋk "vɪʒjʊəli | wɪ 'θɪŋk ɪn "saʊnd | wɪ 'θɪŋk ˌkɪnəs"θetɪklɪ]
- a) [wɪ 'θɪŋk ɪn "æbstrækt 'tɜːmz | wɪ 'θɪŋk ɪn "muːvmənt]

b) [wiː 'θɪŋk ɪn "æbstrækt "tɜːmz | wiː 'θɪŋk ɪn "muːvmənt]
- a) ["sekəndli | ɪn'telɪdʒəns 'ɪz daɪ'næmɪk]

- b) ['sekəndlɪ | ɪn'telɪdʒəns ɪz daɪ'næmɪk]
5. a) [ɪts 'θɪkə ɪn 'wɪmɪn]
b) [ɪts 'θɪkə ɪn 'wɪmɪn]
6. a) [ɪf maɪ 'waɪf ɪz 'kʊkɪŋ ə 'mi:l ət 'həʊm | 'wɪf ɪz 'nɒt 'ɒfn | 'θæŋkfulɪ]
b) [ɪf 'maɪ 'waɪf ɪz 'kʊkɪŋ ə 'mi:l ət 'həʊm | 'wɪf ɪz 'nɒt 'ɒfn | 'θæŋkfulɪ]
7. a) ['ɡɪv mɪ 'æ 'breɪk]
b) ['ɡɪv mɪ ə 'breɪk]
8. a) [ɪf ə 'mæn | 'spi:ks 'hɪs 'maɪnd ɪn ə 'fɔːrɪst | ən 'nəʊ 'wʊmən 'hɪəz hɪm |
ɪz 'hɪ 'stɪl 'rɒŋ]
b) [ɪf ə 'mæn | 'spi:ks hɪz 'maɪnd ɪn ə 'fɔːrɪst | ən 'nəʊ 'wʊmən 'hɪəz hɪm | ɪz hɪ 'stɪl
'rɒŋ]

Activity 9. Listen to the talk (15:04– 16:03), underline and correct the mistakes in the transcribed sentences:

1. ['ænd ðə 'θɜ:d 'θɪŋ ə'baʊt ɪn'telɪdʒəns 'ɪz | ɪts dɪs'tɪŋkt]
[]
2. [aɪm 'fesmeɪtɪd | baɪ haʊ 'pɪpl 'ɡɒt tə 'bi: 'ðeə]
[]
3. [hæv ju 'hɜ:d ɒv hɜ:]
[]
4. [ʃɪz æ 'kɒrɪ'ɒɡrəfə | ænd 'evrɪbɒdɪ 'nəʊz hə 'wɜ:k]
[]
5. [ʃɪ 'dɪd 'kæts ən 'fæntəm əv ðe 'ɒpərə]
[]
6. ['wen ʃɪ wɒz ət 'sku:l | ʃɪ wɒz 'rɪəlɪ 'həʊplɪs]
[]
7. [ɪt 'wɒznt ən ə'veɪləbl kən'dɪʃən]
[]
8. ['pi:pl 'wɜ:nt ə'weə ðeɪ kʊd 'hæf 'ðæt]
[]

Activity 10. Step 1. *Read the transcribed words and sentences from Activities 1–9 aloud and record your voice.*

Step 2. *Listen to the recording and the talk and tick the words/sentences that you mispronounced.*

Step 3. *Repeat the procedure with the words/sentences you ticked.*

Activity 11. *Practice reading the rest of the talk (16.06 – 19.18) together with the speaker (see the transcript).*

KEYS

Unit 1

Activity 1 ['i:meɪl], ['ɪzreɪəl], [m'klu:dɪŋ], ['ɔ:lsəʊ], [ɪ'nʌf], [ɔ:l'redɪ], [ə'nʌðər], [ə'raʊnd], ['ɪrɪteɪŋ].

Activity 2. Step 1. 1. [ðɪs]; 2. ['veri]; 3. [wʌn]; 4. [dʒɪ'netɪk]; 5. ['fæmɪli]; 6. ['mæsɪv]; 7. [blʌd]; 8. ['sevən]; 9. [lɪŋks]; 10. [ə'fɪʃəlɪ]. **Step 2.** [v].

Activity 3. 1. ['fɑ:ðərz]; 2. [rɪ'mu:vɔd]; 3. [dɪ'gri:z]; 4. ['pi:pl]; 5. [tri:]; 6. [ɔ:l]; 7. [si:m]; 8. [fju:]; 9. [z:rθ]; 10. [ɪm'pɔ:rtəns]; 11. ['vælju:].

Activity 4. Step 1. 1. [ə'laɪv]; 2. [faʊnd]; 3. ['aɪnstəɪn]; 4. [təʊld]; 5. ['təʊtli]; 6. [ɪn'geɪdʒd]; 7. [naʊ]; 8. [waɪt]; 9. [gaɪ]; 10. [heər]; 11. [nəʊ]; 12. [səʊ]; 13. [skweəd]; 14. ['ɔ:lsəʊ]; 15. [waɪf]; 16. [saɪd]; 17. [meɪk]; 18. [klɪər]. **Step 2.** [ɔɪ, ʊə].

Activity 5. 1. [nʌmbər]; 2. [θri:]; 3. [ˌɪntər'kænektɪdnɪs]; 4. ['ænses'tər]; 5. [bə'li:v]; 6. ['saɪəntɪsts]; 7. [ˌkrəʊmə'səʊməɪl]; 8. [kən'tɪnju:]; 9. ['lɪtərəli]; 10. ['kʌzənz]; 11. ['estɪməts]; 12. ['fɑ:ðəst]; 13. [ʃeər]; 14. [dɪ'sendənts]; 15. [lɒk]; 16. [ə'kju:mjələɪt]; 17. [ˌdʒenə'reɪʃənz]; 18. ['θaʊzəndz]; 19. [mɪljənz].

Activity 6. 1. [ʌ]; 2. [i:]; 3. [aɪ]; 4. [u:]; 5. [ɪ]; 6. [æ]; 7. [aʊ].

Activity 7. 1. ['faɪnəl]; 2. [ɪ'fekt]; 3. [ˌdʒɪ:nɪ'ælədʒɪ]; 4. [eɪ'li:tɪst]; 5. [streɪn]; 6. ['pi:pl]; 7. [kwi:n]; 8. [dʒɔɪn]; 9. ['kʌntrɪ]; 10. [klʌb]; 11. ['evrɪwʌn]; 12. [rɪ'leɪtɪd]; 13. ['mæɪdʒ]; 14. [stɪl].

Activity 8. 1. ['rɪəlɪ]; 2. ['fæsɪneɪtɪŋ]; 3. ['hɪstəri]; 4. ['feɪndʒɪŋ]; 5. [ʌn'presɪdəntɪd]; 6. [skeɪl]; 7. [kən'sɜ:rvətɪv]; 8. ['nɜ:rvəs]; 9. ['æktʃʊəlɪ]; 10. [θɪŋ]; 11. [m'klu:sɪv]; 12. [aɪ'dɪə]; 13. [pə'tenʃəl]; 14. [twəɪs]; 15. [rɪ'mu:vɔd]; 16. ['vɪlɪdʒ].

Activity 9. 2. [ˌɪnfər'meɪʃn]; 3. [dɪ'saɪdɪd]; 4. [ɪn'vaɪtɪd]; 5. ['həʊstɪŋ]; 6. ['venju:]; 7. [ə'prəʊpriət]; 8. [rɪ:'ju:njən]; 9. [ɪg'zɪbɪts]; 10. [grɪ'ta:r]; 11. [ɔ:l'redɪ]; 12. ['brɪljənt]; 13. [ədˌmɪnɪ'streɪʃən]; 14. [pə'litɪkəl]; 15. ['spektrəm]; 16. [pɑ:r'tɪsɪpeɪt]; 17. [kə'mɪ:dɪən]; 18. ['relatɪvz]; 19. [m'klu:dɪŋ].

Unit 2

Activity 1. ['deɪtə], [spə'sɪfɪkəlɪ], [laɪvz], ['læŋgwɪdʒ], [kən'septʃʊəlaɪz], [wɪ'ðəʊt], ['plʌmɪts], ['sʌmθɪŋ], [kən'sent].

Activity 2. 1. ['ɪŋɡlɪʃ]; 2. [wɪtʃ]; 3. [mi:nz]; 4. ['lɪvɪŋ]; 5. [ju:z]; 6. [laɪk]; 7. ['meni]; 8. [lʌv]; 9. ['meɪbɪ]; 10. ['i:vən]; 11. [strʌk]; 12. [krʌʃt]; 13. [swu:n]; 14. ['pæʃən]; 15. ['lʌvɪŋ].

Activity 3. Step 1. [pə 'zɪʃən]; 2. ['vɪktɪmz]; 3. [ˌʌnə'vɔɪdəbəl]; 4. [ði:s]; 5. [dɪ'fʌmd]; 6. ['gri:vəs]; 7. [wɪð]; 8. [bʊk]; 9. ['refərənsɪz]; 10. ['baɪbl]; 11. ['vendʒəns]; 12. ['æŋɡrɪ]. **Step 2.** [ʒ].

Activity 4. Step 1. 1. ['hæpən]; 2. [peɪn]; 3. ['sʌfəriŋ]; 4. [ə'baʊt]; 5. ['dɪfɪkəlt]; 6. ['kwesʃənz]; 7. [θɪŋk]; 8. [θru:]; 9. ['mædnəs]; 10. ['hɪstəri]; 11. ['kʌlɪʃər]; 12. ['kweɪts]; 13. ['lʊkɪŋ]. **Step 2.** [ʃ].

Activity 5. Examples: [ɪt], [ænd], [mi:], [ment], [kən], ['məʊmənt], [bed], [ɪn], [aʊt], [mɪdnaɪt], [bæk], [bæg], [ə'baʊt].

Activity 6. Examples: [wəz], [ðə], [haʊ], ['veri], [həv], [ðis], [əz], [əv], [frəʊz], [ðər], [vɔɪs], [waʊ], ['riəlɪ], [lʌv].

Activity 7. [lɪ'dʒɪtɪmaɪz], [dʒəst], ['steɪdʒɪz], ['ri:sɜ:ʃ], ['ʃeɪndʒɪz].

Activity 8. [bə'li:v], ['fi:lɪŋ], [breɪn], [weɪ], [fju:], [mʌnθs], [bæk], [maɪ], [frendz], ['frendʃɪp], [felt], ['mɪzərəbəl], [wɒd], [pru:v], [mʌʃ].

Activity 9. 1. [ðis]; 2. [wɪð'drɔ:n]; 3. [θru:]; 4. [wɪð'drɔ:əl]; 5. [ðen]; 6. [bəʊθ]; 7. [ðæt].

Activity 10. ['rekənsaɪl], [les], ['dʒenərəs], ['lɪŋgwɪst], ['ɪntrəstɪŋ], [sə'lu:ʃən], [dɪ'lemə], ['ækʃən], [ə'senʃəlɪ], [kən'sɪdərɪŋ], [ˌmʌplɪ'keɪʃənz], ['peɪʃəns], [ə'laɪn], [ɪn'vestmənt], [rəʊ'mentɪk], [kaɪndz], [rɪ'leɪʃənʃɪps], ['sʌmwʌn].

Activity 11. Examples: [kə'læbərətɪv], [ˌʌnpri'dɪktəbl], [krɪ'eɪtɪv], [rɪ'kwaɪərz], [frʌ'streɪtɪŋ], ['dɪfrənt].

Activity 12. Step 1. 1. ['dʒu:lʃət]; 2. [rɪ'freʃə]; 3. ['bænɪʃt]; 4. [eɪdʒ]; 5. ['krʌʃɪŋ]; 6. [mʌʃ]; 7. [wɪʃ].
Step 2. [ʒ].

Activity 13. 1. [rɪ'kwaɪəz]; 2. ['trʌstɪŋ]; 3. ['θɪŋkɪŋ]; 4. [jɔ:r'self]; 5. ['geɪnɪŋ]; 6. [hæv]; 7. [θɪŋz]; 8. [skʌlpt].

Unit 3

Activity 1. 1. ['hɪkʌps]; 2. ['vaɪələnt]; 3. ['lʌkɪlɪ]; 4. [ɪm'pɔ:tənt]; 5. [rɪ'leɪʃənʃɪp]; 6. [aʊə'selvz]; 7. [tɔ:t]; 8. [ˌself'keə]; 9. [ɪn'rɪʃ]; 10. ['kɒmbæt]; 11. [ɪ'neɪbl]; 12. [pə'tenʃəl]; 13. [paʊndz]; 14. [bə'ri:təʊz].

Activity 2. 2. [ə'səʊsɪətɪd] – 5; 3. [ə'fektɪd] – 3; 4. [dɪ'sɔ:dəz] – 3; 5. ['mentl] – 2; 6. [kə'nektɪŋ] – 3; 7. [ə'bju:zɪŋ] – 3; 8. ['sterɔɪdz] – 2; 9. ['sɪŋɡl] – 2; 10. ['pɪmplz] – 2; 11. [ˌself'ləʊðɪŋ] – 3; 12. ['kæləri] – 3; 13. [əb'seɪʃən] – 3; 14. ['dʒeləsi] – 3; 15. [ˌʌndə'stændɪŋ] – 4; 16. ['præktɪsɪŋ] – 3; 17. [ɪn'kʌrɪdʒ] – 3; 18. ['dʒɜ:nɪ] – 2.

Activity 3. [preʃəs] – [səʊʃl] – [mi:diə] – [wepən] – [kənsju:m] – [sʌmwʌnz] – [prəʊfaɪl] – [gəʊɪŋ] – [pɜ:fɪkt] – [skeəri] – [fɪltəd] – [eəbrʌʃt] – [i:vn] – [laɪfstɑɪl] – [əbaʊt] – [preʃəz] – [bɪkʌm] – [mɪʃən] – [sɪstɪm].

Activity 4. 1. [kən'dɪʃənd]; 2. [brɪ'li:v]; 3. ['hæpɪnɪs]; 4. ['haɪlɪ]; 5. [dɪ'pendənt]; 6. [ə'træktɪvnəs]; 7. [prə'pɔ:ʃənl]; 8. ['fi:ʃəz]; 9. ['selɪbreɪtɪŋ]; 10. [sɪ'viə]; 11. ['ækʃəʊəlɪ]; 12. [ʌn'helθɪ]; 13. ['məʊtɪvɪtɪd]; 14. [kən'sju:mə]; 15. [rɪ'dɪkjʊləs]; 16. ['ri:sntɪlɪ]; 17. [æm'bæsədə]; 18. [prɪ'vent]; 19. [dɪ'sɔ:dəz]; 20. [aʊt'stændɪŋ].

Activity 5. 1. [ˌmæɡə'zi:nz]; 2. [ˌdetrɪ'mentl]; 3. [ˌfɑ:mə'sju:tɪkəl]; 4. [ˌri:dɪ'fainɪŋ]; 5. [ˌpɜ:sə'nælɪtɪ]; 6. [ˌeks'pɑ:tnə]; 7. [ˌself'keə]; 8. [ˌɪnsɪ'kjʊərɪtɪz].

Activity 6. [ˌhɑ:d'wɜ:kɪŋ], ['grænfɪldrən], [kə'reɪdʒəs], ['kʌntrɪsaɪd], [dɪ'skʌʃən], [ɪɡ'zɑ:mplz].

Activity 7. 1. b; 2. a; 3. b; 4. a; 5. a; 6. b.

Activity 8. 1. oOOoOoOooO; 2. oOooOo; 3. oOOo; 4. oooOoO; 5. oOoooooO; 6. oOoOOO; 7. oOO; 8. oOoOoOoOOO; 9. OoOOooOoO.

Activity 9. 1. [ˈjæləʊ]; 2. [ˈfɒkɪŋ]; 3. [ˈsuːəsəɪd]; 4. [kənˈdɪʃən]; 5. [ˈmenʃnd]; 6. [ˈsaɪbəˌbʊlɪd]; 7. [ˌfɜːstˈhænd]; 8. [ˈbʊlɪz]; 9. [ˈnɑːstɪ]; 10. [rɪˈflekʃən]; 11. [ˈvɪktɪmz]; 12. [hɪsˈterɪkəl]; 13. [ˈhelθkeə]; 14. [krɪspz].

Activity 10. 1. [ˈaɪ ˈwɒntɪd tʊ ˈɪmˈpaʊə maɪˈself]; 2. [ˈspiːk tə ʒə ˈbɒdɪ ɪn ə ˈlʌvɪŋ ˈweɪ]; 3. [ɪts ʒə ˈhəʊm]; 4. [ænd ɪt dɪˈzɜːvz ʒə rɪsˈpekt]; 5. [ænd ˈwɒʃ ʒə ˈlaɪf ˈpɒzətɪvli ˈgrəʊ | ˈwen ˈjuː ˈɡɪv ˈʌp ðə pəˈsjuːt əv pəˈfekʃn]; 6. [bɪˈkæz ðə ˈrɪəl ˈbjuːtɪ aɪˈdɪəl | ɪz ˈbiːɪŋ ɪmˈpɜːfɪktli ˈjuː].

Unit 4

Activity 1. 1. [pækt]; 2. [ˈsuːtkers]; 3. [ˈnæʃrəl]; 4. [ˈpraɪməɪ]; 5. [ækˈtɪvɪtɪ]; 6. [ˌæntɪˈsəʊʃl]; 7. [wɔːrmθ]; 8. [ˈrəʊmɪŋ]; 9. [ədˈventʃər]; 10. [ˈvɪʒən]; 11. [ˈkəʊzɪlɪ]; 12. [ˈnaɪtɡaʊnz].

Activity 2. 1. [ˈkaʊnsələɪ]; 2. [ˈɡæðəd]; 3. [ɪnˈstɪl]; 4. [ˈspɪrɪt]; 5. [səˈpəʊzd]; 6. [ˈraʊdɪ]; 7. [ˌɪnkəˈrektli]; 8. [rɪˈsartɪd].

Activity 3. 1. [ɪɡˈzækt]; 2. [ˈɡəʊɪŋ]; 3. [ˈstɔːrɪ]; 4. [dɪˈnaɪd]; 5. [senst].

Activity 4. Examples: 1. [ʃʊr], [ˈliːdəʃɪp], [ˌpɑːpjuˈleɪʃn]; 2. [ˈkɑːliːɡz], [ˈliːdəʃɪp], [niːd], [θriː], [ˈpiːpl], [ˈiːvn], [diːp]; 3. [raɪt], [ˈbaɪəs], [ɪnˈtɜːrnelaɪz], [səˈsaɪətɪ]; 4. [naʊ], [aʊr], [ˈsaʊndɪŋ], [ˈspaʊsɪz], [aʊt], [əˈbaʊt]; 5. [ˈkɑːliːɡz], [ˈɡrændiəʊs], [ˈlæŋɡwɪdʒ].

Activity 5. 1. [ˈɪntrəvɜːʃən]; 2. [ˌstɪmjəˈleɪʃən]; 3. [ɪnˈvaɪərənmənts]; 4. [ˈmæksɪmaɪzɪŋ]; 5. [ˌɪnstrɪˈtjuːʃənz]; 6. [ˈwɜːkpleɪsɪz]; 7. [ˌkriːeɪˈtɪvɪtɪ]; 8. [ˈklæsrom]; 9. [ˈnaʊədeɪz]; 10. [əˈsaɪnmənts]; 11. [kəˈmɪtɪ]; 12. [ˈriːsɜːrʃ].

Activity 6. [səbˈdʒekt], [ˈliːdəʃɪp], [ruːˈtiːnlɪ], [pəˈzɪʃən], [ˈfeɪvər], [dɪˈlɪvər], [ˈaʊtkʌmz], [ˈmæniʃɪŋ], [prəʊˈæktɪv], [ˌʌnˈwɪtɪŋlɪ], [ɪkˈsartɪd], [ˈiːzɪlɪ], [ˈsɜːrfɪs].

Activity 7. 1. [trænsˈfɜːrmətɪv]; 2. [dɪˈskraɪbd]; 3. [ˈpleʒər]; 4. [bɪˈlʌvɪd]; 5. [ˈluːnətɪk]; 6. [ɪɡˈzɪstɪd]; 7. [ˈæmbɪvɜːrts]; 8. [ˈkʌlʃərəlɪ]; 9. [ɪksˈtʃeɪndʒɪŋ]; 10. [ədˈvænsɪŋ]; 11. [ˈkruːʃəl]; 12. [ɪnˈɡriːdiənt]; 13. [ɪmˈfæktɪklɪ]; 14. [ˌɪnvɪˈteɪʃənz]; 15. [pərˈsəʊnə].

Activity 8. 1. [ðɪ ə ðæt ðeɪ brɪːð]; 2. [wɪ hæv nəʊn fə ˈsentʃəɪz]; 3. [ðə wɜːrldz ˈmeɪdʒə rɪˈlɪdʒənz]; 4. [prəˈfaʊnd ɪˈpɪfənɪz]; 5. [ə ɡruːp əv ˈpiːpl]; 6. [ˈmɪmɪkɪŋ ðər əˈpɪnjən]; 7. [ˈeɪpɪŋ ðə brɪˈliːfs]; 8. [wɪˈðəʊt ˈiːvn ˈrɪələɪzɪŋ]; 9. [ˌkæɪzˈmætɪk ˈpɜːrsn]; 10. [ˈhævɪŋ ðə best aɪˈdɪəz].

Activity 9. 1. [ˈdʒenəreɪt ðər ˈəʊn aɪˈdɪəz] – OoooOoO; 2. [kʌm təˈɡedər əz ə tiːm] – OoOoooO; 3. [ɪn əˌwelˈmæniʃd ɪnˈvaɪərənmənt] – ooOOooOooo; 4. [fiːl səʊ ˈɡɪltɪ] – OOOo; 5. [diːp ɪn aʊr ˈkʌlʃərəl ˈhɪstəri] – OooOooOoo; 6. [ˈfeɪvərd ðə mæn əv ˈækʃn] – OooOoOo; 7. [ɪn əˈmerɪkəz ˈzɪrli deɪz] – ooOooOoO; 8. [ˈvæljuːd ˈpiːpl fər ðər ˈɪnər selvz] – OoOoooOoO.

Activity 10. 1. [hɪsˈtɔːrɪənz]; 2. [ˌpɜːrsəˈnælɪtɪ]; 3. [ˌæɡrɪˈkʌlʃərəl]; 4. [ˈbɪznɪs]; 5. [ˈstreɪndʒərz]; 6. [ˌʌndəˈstændəblɪ]; 7. [ˈmæɡnɪtɪzəm]; 8. [kəˈrɪzmə]; 9. [ˈɪnflʊəns]; 10. [ˈseɪlzmən]; 11. [ˈkʌlʃərəl]; 12. [ɪnˈherɪtəns].

Activity 11. 1. [ðə seɪm rɪˈlɪdʒənz]; 2. [tiːʃ əs ˈlʌv ən trʌst]; 3. [wɪr ˈfeɪsɪŋ təˈdeɪ]; 4. [niːd ˈɑːrmɪz əv ˈpiːpl]; 5. [ðə mɔː ˈfriːdəm ðət wɪ ɡɪv ˈɪntrəvɜːrts tə bɪ ðəmˈselvz]; 6. [kʌm ʌp wɪð ðər əʊn juːˈniːk səˈluːʃənz].

Unit 5

Activity 1. 1. ['grædʒuəritɪd]; 2. [ˌjuːnɪ'vɜːsɪtɪ]; 3. [pə'sjuː]; 4. [ˌmɑːʃəl 'ɑːts]; 5. [frɪ'lsəfɪ]; 6. [ɪn'vestɪŋ]; 7. ['faiməns]; 8. ['pɔːʃən]; 9. [seɪvɪŋz]; 10. ['tiːneɪdʒə]; 11. [ˌwel'peɪd]; 12. [sə'saɪətɪ]; 13. [fʊl'fɪlɪŋ].

Activity 2. 1. ['kwesʃən]; 2. ['ʃuːzɪŋ]; 3. [əd'vaɪzɪz]; 4. [skɪlz]; 5. [ˌʌnɑːnsəd]; 6. ['faʊndɪd]; 7. [ˌɔːgənər'zeɪʃən]; 8. ['dedɪkeɪtɪd]; 9. ['nʌmbə]; 10. ['pʌblɪʃ]; 11. ['faɪndɪŋz]; 12. ['læptɒps]; 13. ['waɪtbɔːdz]; 14. ['nɔːmə].

Activity 3. 1. [dɪs'kʌvəd]; 2. [ˌækə'demɪks]; 3. [ɪm'pɔːtəntlɪ]; 4. [dɪ'sɪʒənz]; 5. [kən'kluːʒən]; 6. ['fəʊkəsɪz]; 7. ['beɪsɪklɪ]; 8. [drə'mætɪklɪ]; 9. [aɪ'dentɪfaɪ]; 10. [rɪ'membə]; 11. ['ɒbvɪəsli].

Activity 4. 1. [ðæt]; 2. [kə'riə]; 3. ['meɪbɪ]; 4. ['deɪtə]; 5. ['ɪntrɪstɪd]; 6. [ɪn'dʒəɪ].

Activity 5. Examples: 1. ['dekeɪd], [rɪ'leɪʃnɪp], [feɪld], [ˌʌndər'estɪment], [pleɪs], ['beɪsɪs], [ʃeɪndʒ], [tə'deɪ]; 2. ['dʒenərəli], [dʒəst], [ʃeɪndʒ], ['dʒenjɔɪnli]; 3. [brɪ'twiːn], [wɜːk], [wen], [wɒt], [wɪ], [wə], [wɪl], [wɪʃ], [wɜːld]; 4. [ʃəʊ], [rɪ'leɪʃnɪp], [kə'nekʃn], [ʃʊd], ['pæʃn]; 5. [strɒŋ], [θɪŋk], [θɪŋz], ['gəʊɪŋ], ['sɪŋgl], ['getɪŋ], ['sʌmθɪŋ], [fʊl'fɪlɪŋ]; 6. [tuː], [duː], [ʃuːz].

Activity 6. 1. ['væljʊəblɪ]; 2. ['pɜːsənəli]; 3. [kwəʊts]; 4. ['flaɪf]; 5. [ɪm'pɪrɪkəl]; 6. ['sætɪsfaɪd]; 7. [ə'ʃɪːvmənt]; 8. ['mɑːstəri]; 9. ['pɜːpəs]; 10. ['straɪvɪŋ].

Activity 7. Horizontally: Line 1 – [tə bɪ sək'sesfʊl əz ən 'æltrʊɪst] – oooOoooOoo, Line 2 – [spend ɔːl əv maɪ taɪm] – OOOoO; Line 3 – [wəz nɒt ə'piːlɪŋ ət ɔːl] – oOoOooO, Line 5 – [ə lɒt 'betə] – oOOo, ['miːnɪŋfʊl gəʊlz] – OooO, Line 6 – [ðə 'greɪtɪst 'ɪmpækt] – oOoOo, Line 7 – [peɪ ðə bɪlz] – OoO, Line 8 – [wɜːk ɪn ə 'ʃærɪtɪ] – OooOoo, Line 9 – [wəz 'prɪtɪ fɑː] – oOoO, Line 10 – [lɒts əv 'ʌðə 'pɜːsnl 'benɪfɪts] – OoOoOooOoo, Line 11 – ['fəʊkəs ɒn 'helpɪŋ 'ʌðəz] – OooOoOo; Vertically: Line 1 – [heɪt ɪt 'bʌtɪn] – OoOo, Line 11 – ['fɒləʊ jə 'pæʃən] – OooOo, Line 25 – [maɪ truː 'kɔːlɪŋ] – oOOo.

Activity 8. 1. ['præktɪkəl]; 2. ['aʊəz]; 3. ['sʌməri]; 4. [ɪk'splɔː]; 5. [dɪ'mɑːnd]; 6. ['eəriəz]; 7. ['prəʊgræmɪŋ]; 8. [kluːz]; 9. [wɜːθ]; 10. ['mætəz]; 11. ['presɪŋ]; 12. ['sɒlvɪŋ]; 13. [ˌʌn'feəli]; 14. [nɪ'glektɪd].

Activity 9. 1. [gəʊ tu 'æfrɪkə]; 2. [wɪð jə əʊn tuː hændz]; 3. [baɪ dɪ'veləpɪŋ njuː tek'nɒlədʒɪ]; 4. [baɪ 'spredɪŋ bɪg aɪ'dɪəz ɪn ðɪ 'ɑːts]; 5. [aɪ wəz gʊd ət wɒt aɪ dɪd]; 6. [bət wɒt wəz ɪt ɔːl fɔː]; 7. [dəʊnt dʒəst 'fɒləʊ jə 'pæʃən].

Unit 6

Activity 1. ['æktɪs], ['ænvərɪdʒ], ['wʌndərɪŋ], [steɪdʒ], ['laɪŋ], ['sliːplɪs], [twiːts], [ˌmɪskə'mjuːnɪ'keɪʃn], ['fɪgə].

Activity 2. 1. [ə'pɒn]; 2. [wɒʃt]; 3. [ˌɪnspɪ'reɪʃən]; 4. [ɪn'spaɪəd]; 5. [ɪn'ædɪkwɪt]; 6. ['pʌblɪk]; 7. ['spiːkə]; 8. ['æbsəluːtli]; 9. ['defɪnɪtli]; 10. [θɪ'sɔːrəs]; 11. [ɪn'diːd]; 12. ['ɪmpækt].

Activity 3. 1. [ŋ]; 2. [ɔː]; 3. [z]; 4. [uː]; 5. [aʊ]; 6. [ə].

Activity 4. Examples: 1. [jʌŋ], [brɪ'kʌmɪŋ], [dʒʊərɪŋ], ['wɔːkɪŋ], ['kræŋkɪŋ], ['letɪŋ], ['hɑːnəsɪŋ], ['sʌmənɪŋ], ['fiːlɪŋ], ['fɪŋgətɪps], ['gəʊɪŋ], ['nʌθɪŋ]; 2. [rɪ'membə], [brɪ'kʌmɪŋ], ['memərɪz], [ɪ'mens], [ɪn'stɪŋktɪvli], ['wɔːkɪŋ], ['kræŋkɪŋ], ['letɪŋ], ['hɑːnəsɪŋ], [dʒʊərɪŋ], ['sʌmənɪŋ], ['fiːlɪŋ], ['fɪŋgətɪps], ['gəʊɪŋ], ['nʌθɪŋ], [ɪn], [bɪg], [ə'dɪktɪv], [ˌʌn'tɪl], [ɪt]; 3. [ðəʊz], [əʊvə], [ɪ'məʊʃənz], [nəʊ], [fləʊ],

[ə'ləʊn], [əʊn], [məʊst], [ˈgəʊɪŋ]; 4. [dri:md], [bi:t], [ˈfi:lɪŋ]; 5. [həv], [ɪnˈstɪŋktɪvli], [ˈəʊvə], [ˈvɒljʊ:m], [mu:v], [i:vɪ], [əˈlaɪv], [əˈdɪktɪv]; 6. [rɪˈmembə], [prəˈfeɪʃnl], [ˈdɑ:nsə], [ˈrɑ:ðə], [fəˈget], [ˈəʊvə], [ˈmʌðəz], [ˈpleɪə], [ˈenədʒɪ], [ˈfɪŋgətɪps], [əˈləʊn], [əˈlaɪv], [əˈdɪktɪv], [əˈbaʊt]; 7. [həv], [haʊ], [hed], [ha:d].

Activity 5. 1. [ɪnˈrəʊld]; 2. [ɪnˈfə:md]; 3. [ˌɒpəˈtju:nɪtɪ]; 4. [ˈʃælɪndʒ]; 5. [prɪˈzentɪd]; 6. [rɪˈpi:tɪdlɪ]; 7. [ˌnəʊˈbreɪnə]; 8. [ˈkrɒkɪd]; 9. [rɪˈkwæɪmənts]; 10. [sɪˈviələ].

Activity 6. [ɪkˈsaɪtmənt].

Activity 7. 1. [kənˈsɪstɪd]; 2. [ˈwɜ:kfɒps]; 3. [ˈsemɪnɑ:z]; 4. [ˈspeʃəlists]; 5. [pəˈfɔ:məns]; 6. [ˌɪmprəˈvaɪzeɪʃən]; 7. [ˈbəʊlɪŋ]; 8. [ˈfɪkʃən]; 9. [bəʊnst]; 10. [ˈhɑ:də]; 11. [ˌʌpˈsetɪŋ]; 12. [ˈmu:vɪz].

Activity 8. 1. [θɪs wəz ðə ˈθɜ:d ˌɒpəˈtju:nɪtɪ | ə ˈʃælɪndʒ | aɪ wəz prɪˈzentɪd ˈwɪð]; 2. [aɪ ˈklaɪmd ðə ˈsteps əv ðə ˈmeθədɪst ˈʃɜ:ʃ | wɪð maɪ ˈmʌðəz ˈhænd ɪn ˈmaɪn]; 3. [ænd ˈɔ:lsəʊ əˈbaʊt hə ˈpet ˌfɪʃ]; 4. [maɪ ˈneɪm wəz ˈkɔ:ld | ˈðen aɪ ˈstept ɪn ˈsaɪd]; 5. [bət əz ˈsu:n əz ʃɪ ˈprest rɪˈkɔ:d | ɪt ˈɔ:l ˈdrɪftɪd əˈweɪ]; 6. [aɪ wəz ˈʃi:kɪ]; 7. [aɪ wəz ˈlaʊd]; 8. [aɪ wəz ˈæŋɡrɪ]; 9. [ən fə ˈðɪs | aɪ wəz ˈpɜ:fɪkt].

Activity 9. 1. [ˈepɪsəʊd]; 2. [ˌtelɪˈvɪzən]; 3. [smæʃt]; 4. correct; 5. [ˈvju:ɪŋ]; 6. [ˈnɒmɪneɪtɪd]; 7. correct; 8. [ˈsɪəriəsɪs]; 9. [θru:ˈaʊt]; 10. [ˈɪndəstri]; 11. [ˈmaɪnfɪld]; 12. [ˈwɒpɪŋ]; 13. correct; 14. [ˌæksɪˈdentəli].

Activity 10. 1. [ˈswɪŋ bɪəz]; 2. [hju:dz ˈprɒbləm]; 3. [ˈsəʊʃəl ˈmi:diə]; 4. [ˈleɪtɪst ɪnˈdevə]; 5. [di:m ˈtæləntɪd]; 6. [ɪkˈspensɪv sku:l]; 7. [ketʃ ðɪ ˈəˈtenʃn].

Activity 11. 1. [ˈæktəz ə ˈəʊnli əz ˈɡʊd əz ðə ˈraɪtəz]; 2. [mju:ˈzɪʃənz ə ˈəʊnli əz ˈstrɒŋ əz ðə prəˈdju:səz]; 3. [ˈænd dɪˈzəməz ˈni:d ðə ˈti:mz]; 4. [ˈnaʊ wɪ ˈhæv ə ˈti:m | əv ˈsɪks]; 5. [ən fə ˈʌs | ˈðæt wəz ən ɑːˈtʃuːl ˈes ˈæp].

Unit 7

Activity 1. 1. [ˈmʌfru:m]; 2. [ˈrɪləɪzd]; 3. [ˌʌnˈju:ʒəʊl]; 4. [dɪˈzəɪnɪŋ]; 5. [bɪˈspəʊk]; 6. [ˈbɑ:lɪ]; 7. [brɪdʒ]; 8. [ˈkɜ:rɪŋ]; 9. [ˈbri:zɪz]; 10. [ˈeərkənˌdɪʃnɪŋ]; 11. [ˈtentɪd]; 12. [ˈdʒaɪənt]; 13. [ˈwəʊvən].

Activity 2. Horizontally: Line 1 – [ˌʌnpɪˈrɒdɪktɪv], Line 2 – [ˈfɪgər d], Line 4 – [ˈspi:ʃɪz], Line 6 – [ˈhezɪteɪt], Line 7 – [ˌɪnsjəˈleɪʃən], Line 8 – [ˈmaʊntənsaɪdz], Line 9 – [ˈlɑ kʃəri]; Vertically: Line 1 – [səˈstɪnəbl], Line 2 – [ˈsʌnlart], Line 5 – [rəˈvi:nz], Line 9 – [klʌmp], Line 10 – [ˈtɪmbər], Line 11 – [ˌbæmˈbu:].

Activity 3. 1. [ˈwʊmən]; 2. [klʌmps]; 3. [fju:]; 4. [ˈfɑ:ðə]; 5. [ðeɪ].

Activity 4. 1. [ɑ:r]; 2. [dʒ]; 3. [aʊ]; 4. [ʃ]; 5. [k]; 6. [e]; 7. [eɪ]; 8. [aɪ].

Activity 5. 1. [rɪˈæbərət]; 2. [ˈdʒɑ:və]; 3. [ˈri:dʒənz]; 4. [ˈlɪtərəli]; 5. [rɪˈlaɪəbli]; 6. [ˈɪnsektz]; 7. [ˌʌnpɪˈtektɪd]; 8. [ˈweðərz]; 9. [ˌʌnˈtri:tɪd]; 10. [ˈspeʃəli]; 11. [kənˈvɪns].

Activity 6. 1. [ˈfɜ:rst | wɪ ˈni:dɪd ˈseɪf ˈtri:tmənt səˈlu:ʃənz]; 2. [ˈbɔ:ræks ɪz ə ˈnæʃrəl ˈsɔ:lt]; 3. [ɪt ˈtɜ:nz ˌbæmˈbu: ɪntə ˈvəɪəbl ˈbɪldɪŋ məˈtɪriəl]; 4. [ˈsekənd | ˈbɪld ˈsʌmθɪŋ ɪksˈtrɔ:dnəri ˈaʊt əv ɪt]; 5. [ɪt ˈvælju:z ðɪ ˈɑ:tɪzən]; 6. [ˈnəʊ ˈtu: ˈpəʊlz əˈlaɪk | ˈnəʊ ˈstreɪt ˈlaɪnz | ˈnəʊ ˈtu:baɪˈfɔ:z ˈhɪər]; 7. [wɪ həv ˈhæd tə ɪnˈvent ʌvər ˈəʊn ˈru:lz].

Activity 7. 1. a; 2. b; 3. b; 4. c; 5. c; 6. b; 7. a; 8. c; 9. c; 10. c.

Activity 8. 1. [sɪ'lektɪv 'benɪfɪts]; 2. [ˌɪtsɪ 'bɪtsɪ 'lɪtl sɪplɪts]; 3. [streɪf ə 'kænvəs]; 4. [ˈstrʌktʃərəl kə'nekʃənz]; 5. [sti:l dʒɔɪnts]; 6. [beər fi:t]; 7. [fjeɪndʒ ðə 'fʊtprɪnt]; 8. [ˈʌltɪmɪtlɪ li:v]; 9. [krɪ'eɪt 'bju:tɪ].

Unit 8

Activity 1. 1. [ˈmɪnɪts]; 2. [ə'merɪkənz]; 3. [ˈesəks]; 4. [ˈfeəlɪ]; 5. [ˈtaɪələsɪ]; 6. [ɪ'kwɪpmənt]; 7. [ˈmedsɪn]; 8. [ˌɪnfə'meɪʃən]; 9. [ˌedʒʊ'keɪʃən]; 10. [prə'faʊndlɪ]; 11. [ˈpraɪməl]; 12. [ˌʌn'helθɪ].

Activity 2. 1. [i:]; 2. [ʃ]; 3. [eɪ]; 4. [aɪ]; 5. [ɪ]; 6. [eɪ]; 7. [æ].

Activity 3. 1. [ˈspeʃəlɪst]; 2. [kə'tæstrəfi]; 3. [ˈswi:pɪŋ]; 4. [ˌrevə'lu:ʃən]; 5. [ˈmeksɪkəʊ]; 6. [əʊ'bi:sɪtɪ]; 7. [pə'sent]; 8. [ˈɒnɪst].

Activity 4. [prə'faʊndlɪ], [ˌɪntrə'dju:s], [stə'tɪstɪks], [ˈtɪpɪŋpɔɪnt], [və'dʒɪniə].

Activity 5. [ˈbʊlɪd], [ˈpraɪməri], [ˈstepdæd], [ˌdaɪətrɪ'leɪtɪd], [ˈpɑ:stə], [ˌɪnspɪ'reɪʃənəl], [kə'mju:nɪtɪ], [prɪ'ventəbəl].

Activity 6. [aɪ ni:dʒʊ toʊ ˌʌndə'stænd ɪt], [lets bɪ fræŋk ən ˈɒnɪst], [letstɑ:t wɪðə meɪn stri:t].

Activity 7. 1. [ˈsu:pə'mɑ:kɪts]; 2. [ˈprəʊsest]; 3. [ˈædɪtɪvz]; 4. [ɪn'ɡri:diənts]; 5. [ˈɒbvɪəsɪ]; 6. [ˈleɪbəlɪŋ]; 7. [ðəm'selvz]; 8. [həʊ'lɪstɪklɪ]; 9. [ˌsɪfʊ'eɪʃən]; 10. [ˈwʌndəfəl]; 11. [ɪ'vɒlvd]; 12. [ˈdʒʌdʒɪŋ]; 13. [ˈsɜ:kəmstænsɪz].

Activity 8. 1. [aɪm ˈnɒt ˈslægɪŋ ðəm ˈɒf]; 2. [ðə ˈdu:ɪŋ ðə ˈbest]; 3. [ðə ˈsɪstəm ɪz ˈhaɪlɪ | ˈrʌn baɪ əˈkaʊntənts]; 4. [ˈfrenʃ fraɪz ə kənˈsɪdəd ə ˈvedʒətəblɪ]; 5. [ðeɪ ˈdəʊnt ˈi:vn ˈget ˈɡɪvən ˈkrɒkəri]; 6. [ˈnəʊ | ðə ˈtu: ˈdeɪndʒrəs]; 7. [wɪə ˈnɒt ˈti:ʃɪŋ əʊə ˈkɪdz]; 8. [ˈɪf ðə ˈkɪdz ˈdəʊnt ˈnəʊ ˈwɒt ˈstʌf ˈɪz | ˈðen ðeɪ wɪl ˈnevə ˈi:t ɪt]; 9. [wɪv ˈɡɒt tə ˈstɑ:t ˈti:ʃɪŋ əʊə ˈkɪdz əˈbaʊt ˈfu:d ɪn ˈsku:lz | ˈpɪəriəd].

Activity 9. 1. [ɪˈpɪtəmaɪzɪz]; 2. [ˈbeɪsɪk]; 3. [ˌenɪˈmɔ:]; 4. [ˈsəpɔ:t]; 5. [ˈfleɪvəriŋ]; 6. [ɪˈskeɪpt]; 7. [ˈteɪblspu:nz]; 8. [ˈlɪbətɪ]; 9. [ˈevɪdəns]; 10. [ˈɡʌvəmənt].

Activity 10. 1. [ˈðæts ðə ˈɡʊd ˈnju:z]; 2. [ˈweə ˈels doʊ ʃɒp ˈsəʊ rɪˈlɪdʒəsɪ]; 3. [ðeɪ dʒəst ˈsel əs ˈwɒt wɪ ˈwɒnt]; 4. [ɪts ðɪ ˈəʊnlɪ ˈweɪ]; 5. [ˈsəʊ ˈði:z ˈgaɪz ˈɑ: ˈɡɒnə bɪ ˈpɑ:t əv ðə səˈlu:ʃən]; 6. [ɪf jʊ kən ˈkʊk | ˈtaɪm ˈdʌznt ˈmætə]; 7. [ðə ˈstɑ:f ə ðə ˈmʌmz ən ˈdædz əv əˈmerɪkəz ˈʃɪldrən]; 8. [ˈdefɪnɪtlɪ ðeɪ ʃʊdn bɪ ˈleft ˈaʊt].

Unit 9

Activity 1. [ˈʃɒpɪŋ], [ˈhæŋɪŋ], [ˈspendɪŋ], [ˈwɜ:kəʊt], [ɪkˈspɪəriəns], [ˈdʒænjʊəri], [ˈʃefi:ld], [bɜ:lɪn], [ˈʃi:pə].

Activity 2. 1. [ˈku:pənɪŋ]; 2. [ˈpəʊstɪŋ]; 3. [ˈfeɪs,bʊk]; 4. [skɪmd]; 5. [ˈhæf,tæg]; 6. [ˈkɒntekst]; 7. [ˈkɒmɪkəl]; 8. [ˌri:pəˈzest].

Activity 3. 1. [steɪdʒ]; 2. [əˈdʒʌstmənts]; 3. [ˈdɪfrəns]; 4. [brændz]; 5. [ˈlɔɪəltɪ]; 6. [ski:mz]; 7. [ˈkæʃbæk]; 8. [dɪsˈpɑ:t].

Activity 4. Examples: 1. [paʊnd], [saʊnd]; 2. ['websaɪt], [raɪt], ['ɒnlain], ['aɪtəmz], [praɪs], [laɪks], [saɪn], [baɪ], ['saɪnɪŋ]; 3. ['grɪvɪŋ], [drɪŋk], ['brændɪŋ], ['prɪŋɡlɪz], ['sɪŋɡlɪ]; 4. ['websaɪt], [ɡet], ['kwesʃənz], [ɡes], ['evrɪ]; 5. ['ɒnlain], ['ku:pɒnz], [ɡʊt], [ʃɒp], ['prɒdʌkt], [vɒn], [nɒt], [kɒsts]; 6. [gəʊ], ['əʊnlɪ]; 7. ['hʌndrɪdz], ['ku:pɒnz], [seɪlz], [wʌnz], ['aɪtəmz], ['prɪŋɡlɪz], [brændz], [ju:z], ['kwesʃənz], [paʊndz].

Activity 5. [pə'sentɪdʒ].

Activity 6. 1. ['aɪsbɜ:ɡ]; 2. [ɪɡ'zɑ:mpl]; 3. ['restrɒnt]; 4. ['vauʃəz]; 5. ['bɜ:θdeɪ]; 6. [saʊndz]; 7. ['hæɡl].

Activity 7. 1. [bət 'ju: 'hæv ðɪ ə'bɪlɪtɪ tə 'tɜ:n ðæt 'ɪntə 'θaʊzəndz]; 2. [ɪf jə 'nɒt 'bʊðəd baɪ 'wɒt 'brændz jʊ 'baɪ | jʊ kən 'tɜ:n ɪt 'ɪntə 'θaʊzəndz]; 3. ['θɪŋk ə'baʊt 'wɒt 'ðæt 'mʌnɪ kəd 'du: fə 'ju:]; 4. [bət 'seərə ɪz 'nɒt 'veri 'hæpɪ]; 5. [bət ɪf jʊ 'lʊk ət 'wɒt fɪz 'spendɪŋ | ðə ə səm 'θɪŋz ðæt ə 'r ə bɪt 'kwesʃənəbl].

Activity 8. 1. [ˌrezə'lu:ʃən]; 2. ['sɪŋɡlɪ]; 3. ['wi:kdeɪ]; 4. ['kɒfɪ]; 5. ['teɪkəweɪ]; 6. ['ædɪŋ]; 7. ['fɛɪndʒɪz]; 8. ['mʌnθlɪ]; 9. ['təʊtlɪ]; 10. ['lɑ:stlɪ]; 11. [ju:z]; 12. [kləʊðz]; 13. [ˌʌndə'stænd]; 14. [seɪlz].

Activity 9. 1. [jʊ kən 'si: 'wɒt 'ðæt 'dʌz | tə hə 'mʌnθlɪ 'leftəʊvəz]; 2. [ɪf jʊ 'pʊt 'ðæt 'bæk 'ɪn | fɪz 'stɪl 'getɪŋ 'evrɪθɪŋ ðæt fɪ 'ju:zd tə 'hæv]; 3. ['naʊ 'fɪz 'hæpɪə]; 4. ['sɪmpl 'fɛɪndʒɪz tə jə 'bʌdʒɪt kən 'mi:n 'hju:ɔ: 'seɪvɪŋz]; 5. [aɪm 'kwat 'leɪzɪ | 'səʊ aɪ 'spend 'θɪ: 'paʊndz ɒn rɪ'tɜ:n 'bʌs tə ðə 'steɪʃən 'evrɪ 'mɔ:nɪŋ]; 6. [bət ɪn ðɪs 'naɪs 'weðə | aɪ kəd 'saɪkl tə ðə 'steɪʃən | ən 'pædl maɪ 'baɪk 'ʌp]; 7. ['ðæts 'fɪfti:n 'paʊndz ə 'wi:k | ənd 'eɪt 'hʌndrəd 'paʊndz ɪf jʊ 'dɪd ɪt 'ɔ:l 'jɪə].

Unit 10

Activity 1. Horizontally: Line 1 – [bləʊn], Line 2 – [ɪk'strɔ:dənəri], Line 3 – [həʊl], Line 5 – [ˌprezən'teɪʃənz], Line 6 – ['fju:ʃə]; Line 10 – ['evɪdəns], Line 11 – [ɑ:skt]; Vertically: Line 1 – ['dɪməˌpɑ:tɪ], Line 2 – ['kjʊəriəslɪ], Line 3 – ['li:vɪŋ], Line 4 – [blʌd], Line – 6 ['kɒnfərəns], Line 11 – ['ɪntrɪst], Line 12 – [θi:mz].

Activity 2. 1. [ˌedʒə'keɪʃən]; 2. [di:p]; 3. [rɪ'lɪdʒən]; 4. ['pɑ:tlɪ]; 5. [ɡrɑ:sp]; 6. [rɪ'taɪərɪŋ]; 7. [dɪs'pɑ:t]; 8. [ˌekspɜ:'ti:z]; 9. [pə'reɪd]; 10. [ˌʌnpɪˌdɪktə'bɪlɪtɪ]; 11. [ə'ɡri:d]; 12. [kə'pæsɪtɪz]; 13. [ˌmə'veɪʃən]; 14. ['mɑ:vəl]; 15. [ɪk'sepʃən]; 16. ['tælənt]; 17. ['skwɒndə]; 18. ['ru:θlɪslɪ]; 19. ['lɪtərəsɪ]; 20. ['steɪtəs].

Activity 3. 1. [fɪ 'went " əʊvə tə hə | ən fɪ "sed | 'wɒt ə jə "drɔ:ɪŋ]; 2. [ən ðə "ɡɜ:l 'sed | aɪm 'drɔ:ɪŋ ðə 'pɪkʃə əv " ɡʊd]; 3. [ən ðə "ti:ʃə 'sed | bət 'nəʊbədɪ 'nəʊz 'wɒt 'ɡʊd 'lʊks 'laɪk]; 4. [ən ðə "ɡɜ:l 'sed | ðeɪ 'wɪl ɪn ə "mɪnɪt]; 5. [hɪ wəz ɪn ðə nə"tɪvɪtɪ 'pleɪ]; 6. [də jə rɪ'membə ðə "stɔ:ɪ]; 7. [ðeɪ 'pʊt 'ði:z 'bʊksɪz 'daʊn | ən ðə "fɜ:st 'bɔɪ 'sed | aɪ 'brɪŋ jʊ "ɡəʊld]; 8. [ən ðə "sekənd 'bɔɪ 'sed | aɪ 'brɪŋ jʊ "mɜ:]; 9. [ən ðə "θɜ:d 'bɔɪ 'sed | "fræŋk 'sent 'ðɪs].

Activity 4. 1. [ɪf ðeɪ 'dəʊnt 'nəʊ | ðeɪl 'hæv ə "ɡəʊ]; 2. [ðə 'nɒt 'fraɪnd əv 'bi:ɪŋ "rɒŋ]; 3. [aɪ 'dəʊnt 'mi:n tə 'seɪ ðæt 'bi:ɪŋ "rɒŋ | ɪz ðə 'seɪm 'θɪŋ əz 'bi:ɪŋ krɪ'eɪtv]; 4. [ənd 'baɪ ðə 'taɪm ðeɪ 'get tə bɪ "ædʌlts | 'məʊst 'kɪdz həv "lɒst 'ðæt kə'pæsɪtɪ]; 5. [pɪ'kɒsəʊ 'wʌns 'sed 'ðɪs | hɪ 'sed ðæt 'ɔ:l 'fɪldrən ə 'bɔ:n "ɑ:tɪsts].

Activity 5. 1. ['si:mlɪs]; 2. ['feɪkspɪə]; 3. [kən'fju:zɪŋ]; 4. [ˌæni'vɜ:səri]; 5. ['haɪərə:kɪ]; 6. [hju:'mænɪtɪz]; 7. [prəʊ'ɡresɪvlɪ]; 8. [kən'klu:dɪ]; 9. [sək'si:dz]; 10. [prə'fesəz]; 11. [ə'fɪ:vmənt]; 12. [ə'fekʃən]; 13. ['tɪpɪklɪ]; 14. [ˌdɪsɪm'bədɪd]; 15. [ˌrezi'denʃəl]; 16. [ˌækə'demɪks]; 17. ['dɪskətɛk]; 18. [ˌʌnkən'trəʊləblɪ].

Activity 6. 1. c; 2. a; 3. b; 4. a; 5. b; 6. b; 7. c; 8. a; 9. b; 10. b; 11. c; 12. b; 13. c; 14. c; 15. b; 16. a.

Activity 7. 1. [ə'kɔ:dɪŋ]; 2. [ˌwɜ:l'dwaɪd]; 3. ['grædʒʊeɪtɪŋ]; 4. [ˌkɒmbɪ'neɪʃn]; 5. [tek'nɒlədʒɪ]; 6. [dɪ'mɒgrəfi]; 7. [ɪks'pləʊʒən]; 8. [ˌpɒpju'leɪʃən]; 9. ['sʌdnli]; 10. ['pri:vɪəs]; 11. [ɪn'fleɪʃən]; 12. ['ɪndɪkeɪts]; 13. [bɪ'ni:θ]; 14. [ˌrædɪkəl].

Activity 8. 1. a; 2. b; 3. a; 4. b; 5. b; 6. a; 7. b; 8. b.

Activity 9. 1. [ən ðə 'θɜ:d 'θɪŋ ə'baʊt ɪn'telɪdʒəns 'ɪz | ɪts dɪs'tɪŋkt]; 2. [aɪm 'fæsɪneɪtɪd | baɪ haʊ 'pi:pl 'gɒt tə 'bi: 'ðeə]; 3. [həv ju 'hɜ:d əv hə]; 4. [fɪz ə ˌkɒrɪ'ɒgrəfə | ən 'evrɪbɒdɪ 'nəʊz hə 'wɜ:k]; 5. [fɪ 'dɪd 'kæts ən 'fæntəm əv ðɪ 'ɒpərə]; 6. ['wen fɪ wəz ət 'sku:l | fɪ wəz 'rɪəlɪ 'həʊplɪs]; 7. [ɪt 'wɒznt ən ə'veɪləbl kən'dɪʃən]; 8. ['pi:pl 'wɜ:nt ə'weə ðeɪ kəd 'hæv 'ðæt].

Навчальне видання

Автор:

Чухно Олена Анатоліївна

Transcription Master

*Методичні рекомендації з курсу практичної фонетики англійської мови для
студентів 1 курсу факультету іноземної філології*

Відповідальний за випуск: Перлова В. В.

Комп'ютерна верстка: Чухно О. А.

Відповідальність за дотримання вимог академічної доброчесності несе автор

Підписано до друку 18.11.2019 р. Формат А4.

Папір офсетний. Гарнітура Times New Roman. Друк цифровий.

Ум. друк. арк. 1,9. Наклад 100 пр. Зам. № ____.

Надруковано СПД ФО Степанов В. В., м. Харків, вул. Ак. Павлова, 311.

Свідоцтво про державну реєстрацію В00 № 941249 від 28.01.2003 р.