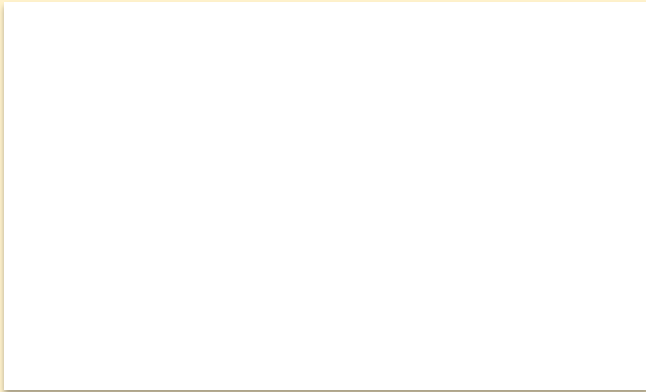
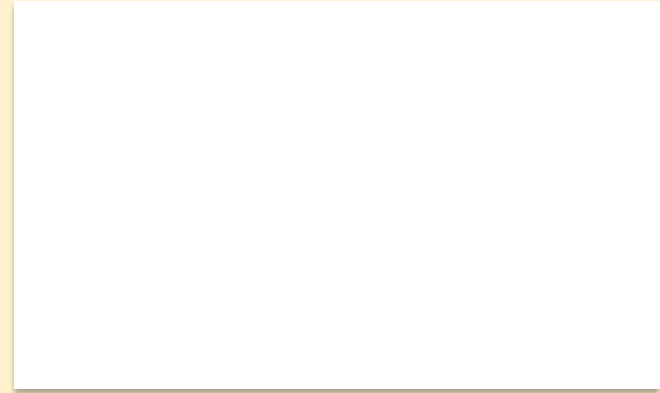
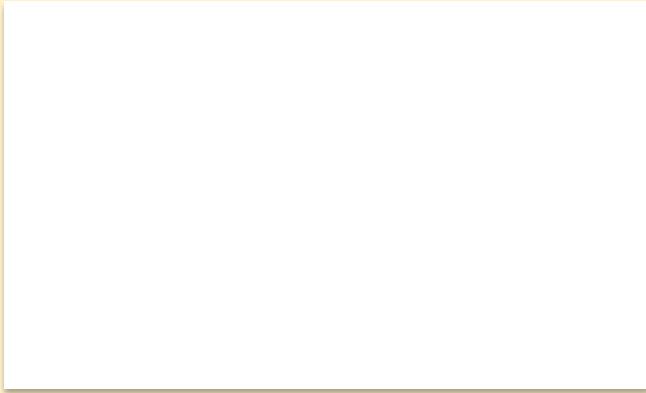
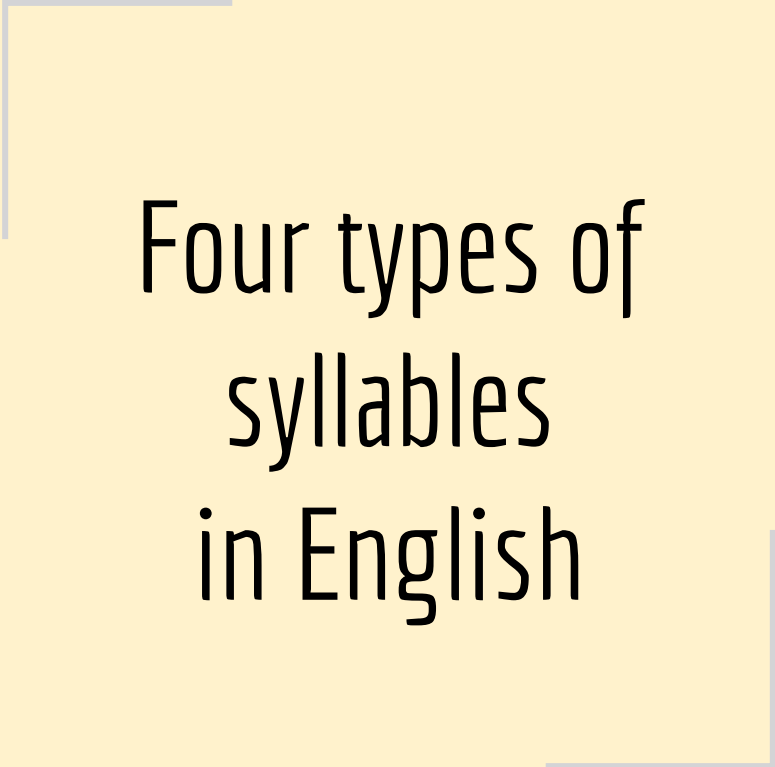


***Reading***  
***rules***

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# Four types of syllables in English

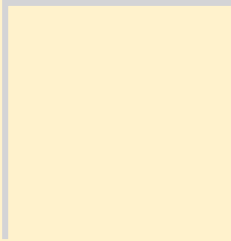
I (open)	II (closed)	III	IV
<i>ends in a vowel (consonant+e)</i>	<i>ends in a consonant</i>	<i>vowel + r</i>	<i>vowel + r + e</i>
<i>read as in the alphabet</i>	<i>briefly</i>	<i>long sounds ("R" isn't read)</i>	<i>complicated sounds</i>
p <u>a</u> le /p <sup>h</sup> e:ɪl/	a <u>s</u> k /ɒsk/	c <u>a</u> r /k <sup>h</sup> ɑ:ɹ/	d <u>a</u> re /deə/
r <u>o</u> se /ro:ʊz/	s <u>o</u> ck /sɒk/	s <u>o</u> rt /sɔ:ɹt/	c <u>o</u> re /k <sup>h</sup> ɔ:ɹ/
h <u>e</u> /hi:/	h <u>e</u> n /hen/	t <u>e</u> rm /t <sup>h</sup> ɜ:m/	m <u>e</u> re /mɪə/
c <u>u</u> be /kju:b/	tr <u>u</u> ck /trʌk/	b <u>u</u> rn /bɜ:n/	c <u>u</u> re /kjueə/
t <u>y</u> pe /t <sup>h</sup> aɪp/	S <u>y</u> d /sɪd/	b <u>y</u> rd /bɜ:d/	t <u>y</u> re /t <sup>h</sup> ɪə/
/a:ɪ/	p <u>i</u> n /p <sup>h</sup> ɪn/	f <u>i</u> rst /fɜ:st/	t <u>i</u> re /t <sup>h</sup> ɪə/
<b><i>These rules extend on the stressed syllables in the words.</i></b>			

Practice: [Balloon game.ppt](#)

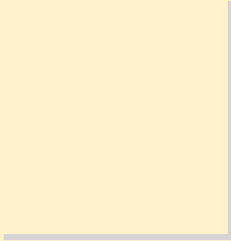
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# Vowels combinations



oo	/ʊ/	loo <u>k</u> , boo <u>k</u> , goo <u>d</u> , foo <u>t</u>	/lʊk/ /gʊd/ /fʊt/
	/u/	po <u>o</u> l, schoo <u>l</u> , zo <u>o</u>	/pu:l/ /sku:l/ /zu:/
ee/ea/ie but:	/i/	see, th <u>ree</u> , mee <u>t</u> me <u>a</u> t, re <u>a</u> d, spe <u>a</u> k fi <u>el</u> d, gri <u>e</u> f, pi <u>ec</u> e	/si:/ /θri:/ /mit / /mit / /ri:d/ /spik / /fi:ld/ /gri:f/ /pi:s/
	/e/	he <u>a</u> d, bre <u>a</u> kfast, he <u>a</u> lthy	/hed/ /'brekfəst / /'helθi /
ay/ai/ey/ei	/eɪ/	aw <u>a</u> y, pl <u>a</u> y p <u>a</u> int, m <u>a</u> il gre <u>y</u> , the <u>y</u>	/ə'weɪ / /pleɪ / /p <sup>h</sup> eɪnt/ /meɪl/ /greɪ / /ðeɪ /
oy/oi	/oɪ/	bo <u>y</u> , jo <u>y</u> no <u>is</u> , ho <u>is</u> t	/boɪ/ /Goɪ/ /noɪz/ /hoɪst/
ou	/aʊ/	ab <u>o</u> ut, ho <u>u</u> se, <u>o</u> utline	/ə'baʊt/ /haʊs/ /'aʊtlaɪn/

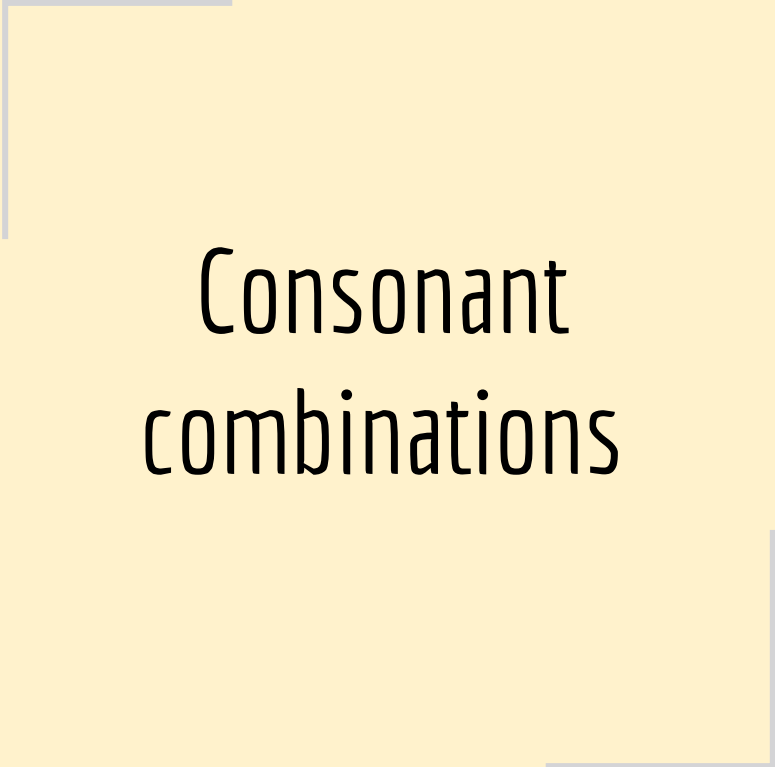
Practice: <http://LearningApps.org/display?v=piu7ynsyc16>

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# Consonant combinations

ck	/k/	black, stick, clock	/ blæk / / stɪk / / klɒk /
ng	/ŋ/	sing, ring, reading	/ sɪŋ / / rɪŋ / / 'ri:diŋ /
sh	/ʃ/	she, shop, fish	/ ʃi / / ʃɒp / / fɪʃ /
ph but:	/f/	phone, photograph, phlox	/ foʊn / / 'fɒtəgræf / / floks /
	/v/	nephew	/ 'nevju: /
th	/ð/	this, that, the	/ ðɪs / / ðæt / / ði /
	/θ/	thank, thick, thaw	/ θæŋk / / θɪk / / θoʊ /
	/t/	Thames, Thailand, thyme	/ 'tʰemz / / 'tʰaɪlənd / / tʰaɪm /



wh but:	/ w /	when, white, why	/ wen / / waɪt / / waɪ /
	/ h /	who, whole, whose	/ hu / / hoʊl / / huːz /
kn	/ n /	know, knife, knee	/ noʊ / / naɪf / / ni /
wr	/ r /	write, wreck, wrong	/ 'raɪt / / rek / / rɒŋ /
gh	/ - /	high, sigh, bright	/ haɪ / / saɪ / / braɪt /
	/ f /	enough, laugh, cough	/ ɪ'nʌf / / lɔːf / / kɒf /
gn	/ n /	sign, foreign, design	/ saɪn / / 'fɔːrən / / dɪ'zaɪn /
ss	/ s /	possible, pass, lesson	/ 'pɒsəbəl / / pʰas / / 'lesn /
	/ ʃ /	pressure, session, depression	/ 'preʃə / / 'seʃn / / dɪ'preʃn /



sc but:	/ sk /	sc <u>r</u> een, sc <u>o</u> ut, sc <u>u</u> ff	/ skri:n / / skaʋt/ / skʌf/
	/ s /	sc <u>e</u> ne, sc <u>i</u> ence, sc <u>i</u> ssors	/ si:n / / 'sɑlqns/ / 'slzqz/
nk	/ ŋk /	link, pink, think	/ lɪŋk/ / p <sup>h</sup> ɪŋk/ 'θɪŋk /
ch	/ tʃ /	ch <u>a</u> pter, ch <u>e</u> ss, ch <u>e</u> ese,	/ tʃxptq/ / tʃes / / tʃiz /
	/ k /	ch <u>a</u> meleon, ch <u>a</u> os, ch <u>e</u> mistry	/ k <sup>h</sup> q'miliɪqn/ / k <sup>h</sup> eɪPs/ / 'k <sup>h</sup> emɪstrɪ /
	/ ʃ /	<u>ch</u> ef, <u>ch</u> enille, <u>ma</u> chine	/ ʃef/ / ʃə'ni:t/ / mə'ʃi:n /
tch	/ tʃ /	ma <u>tch</u> , sket <u>ch</u> , swit <u>ch</u>	/ mətʃ / / sketʃ/ / swɪtʃ/
qu but:	/ kw /	qu <u>e</u> stion, qu <u>i</u> ck, qu <u>i</u> et	/ 'kwɛstʃən / / kwɪk/ / kwəlqt/
	/ k /	qu <u>a</u> y, qu <u>e</u> ue, qu <u>o</u> it	/ k <sup>h</sup> i:/ / kju/ / k <sup>h</sup> olt/



Practice: 1) <http://learningapps.org/display?v=psb2wod5n16>  
2) <http://learningapps.org/display?v=pu3q9qaoa16>

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The image features two light blue L-shaped decorative lines. One is located in the upper-left quadrant, and the other is in the lower-right quadrant. They are positioned symmetrically around the central text.

Reading the  
letter “S”

In the radical	/s/	<i>in the middle of the word, before consonants</i>	artist <u>t</u> , list <u>t</u> , best <u>t</u>	/ˈɑːtɪst/ /lɪst/ /best/
		<i>in the beginning of the word</i>	<u>s</u> end, <u>s</u> ister, <u>s</u> top	/send/ /ˈsɪstə(r)/ /stɒp/
		<i>after the letter ‘U’</i>	b <u>u</u> s, th <u>u</u> s, pl <u>u</u> s	/bʌs/ /ðʌs/ /plʌs/
	/z/	<i>between two vowels</i>	cl <u>o</u> se, de <u>s</u> ert, lo <u>s</u> e	/klaʊz/ /ˈdezət/ /luːz/
In the endings	/s/	<i>after voiceless sounds</i>	book <u>s</u> , lamp <u>s</u> , pipe <u>s</u>	/bʊks/ /læmps/ /pˈaɪps/
	/z/	<i>after voiced consonants</i>	bed <u>s</u> , lion <u>s</u> , seem <u>s</u>	/bedz/ /ˈlaɪənz/ /siːmz/
		<i>after vowels</i>	monkey <u>s</u> , shoe <u>s</u> , tie <u>s</u>	/ˈmʌŋkɪz/ /ʃuːz/ /tˈaɪz/
/ɪz/	<i>after hushing and sibilant sounds</i>	box <u>e</u> s, dash <u>e</u> s, match <u>e</u> s	/bɒksɪz/ /dæʃɪz/ /mætʃɪz/	
In the possessive endings	/s/	<i>after voiceless sounds</i>	Pete <u>`</u> s, Rick <u>`</u> s	/pˈhɪts/ /rɪks/
	/z/	<i>after voiced consonants and vowels</i>	Ben <u>`</u> s, Leo <u>`</u> s	/benːz/ /ˈliːʊz/
	/ɪz/	<i>after hushing and sibilant sounds</i>	Bess <u>`</u> s, Liz <u>`</u> s	/ˈbesɪz/ /ˈlɪzɪz/

Practice: <http://learningapps.org/display?v=p15pkybgj16>

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J.Windor Lewis. ©Oxford University Press 1972

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13) Сайт немецких разработчиков с возможностью создания интерактивных модулей для обучения

<http://learningapps.org/>