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*English
Phonetics*

(Practical course)

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Ingliz tili amaliy fonetikasiga kirish.

Quyida kurs talabalari uchun o'quv qo'llanma.

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Ushbu qo'llanma «Amaliy Fonetika» fanidan bo'lib, quyida kurs ingliz filologiyasi talabalari uchun tavsiya etiladi. Mazkur qo'llanma rejadagi 76 soatga mo'ljallangan mavzularini o'z ichiga qamrab olgan.

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FOREWORD

This Manual has purely practical aims. It is divided into fourteen lessons. Each lesson consists of phonetic rules and various exercises aimed at developing a student's skills, while enriching and fixing knowledge in phonetics.

It was not possible for the compiler to include more materials, because a considerable number of pages were to be devoted to exercises, which are of great importance in this kind of study. The types of exercises vary. They include tasks, which will help the first year students to train in their speech. A part of the exercises is devoted to putting down the words in traditional writing; writing the words in groups according to the final voiced and voiceless consonant sound; spelling the words and read them; dividing words in two columns according to the type of syllables, and selecting the proper English rhymes, proverbs, tongue-twisters. There are also exercises on transcribing and on doing tonogram of the words through use of a dictionary or glossary of English-Russian-Uzbek.

It is up to the teacher to choose the exercises for class or homework. It is not essential to complete every task of every lesson, and teacher or students may wish to concentrate on particular skills or task and exercises. If all the exercises cannot be done because of the lack of time or their considerations, part of them may be used as a suitable material for tests.

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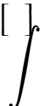
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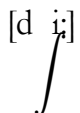
INTRODUCTION



Phonetic structure of the English language is very peculiar. There are some difficulties in the basis of its sound structure. Every phoneme has its own graphic represent according to the phonetic transcription system. The number of sounds-phonemes of the words is not always equal to the number of letters.

E. g. daughter [d 

There are **26** letters (**20** consonants and **6** vowels) in the English alphabet. These letters render **44** vowel and consonant phonemes.

A a [ei] **F f** [ef] **K k** [kei] **P p** [pi:] **U u** [ju:] **Z z** [zed]

B b [bi:] **G g**  [d i:] **L l** [el] **Q q** [kju:] **V v** [vi:]

C c [si:] **H h**  [eit] **M m** [em] **R r** [a:r] **W w**  [d bl ju:]

D d [di:] **I i** [ai] **N n** [en] **S s** [es] **X x** [eks]

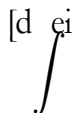
E e [i:] **J j**  [d ei] **O o** [ou] **T t** [ti:] **Y y** [wai]

Table of English Vowels

<i>T. S. / L</i>	<i>a</i>	<i>e</i>	<i>o</i>	<i>u</i>	<i>i</i>	<i>y</i>
I	[ei] name	[I:] Pete	[ou] note	[ju:] mute	[ai] kite	[ai] type

II	[ɹ] map	[e] pet	[ɔ̃] hot	[ʌ] cut	[i] pin	[i] myth
III	[a:] car	[ɛ̃:] term	[ɔ̃:] sport]	[ɜ̃:] turn	[ɪ̃:] girl	[ɪ̃:] myrtle
IV	[ɛ̃] care	[ɛ̃] severe	[ɔ̃:] more]	[jũ] Cure :]	[aɪ̃] fire	[aɪ̃] tyre

ORGANS OF SPEECH

In order to study speech-sounds it is necessary to have an idea of the organs of speech and their functions.

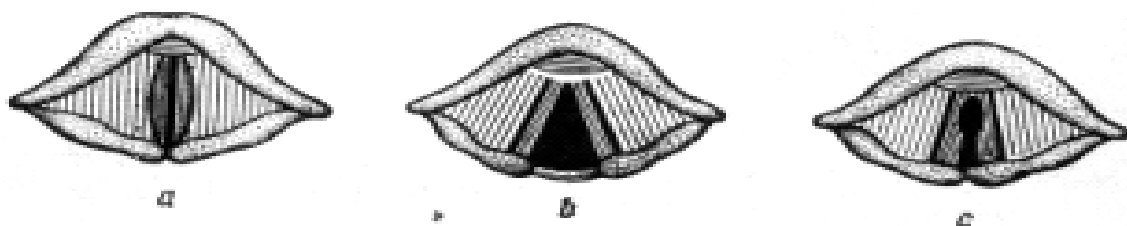
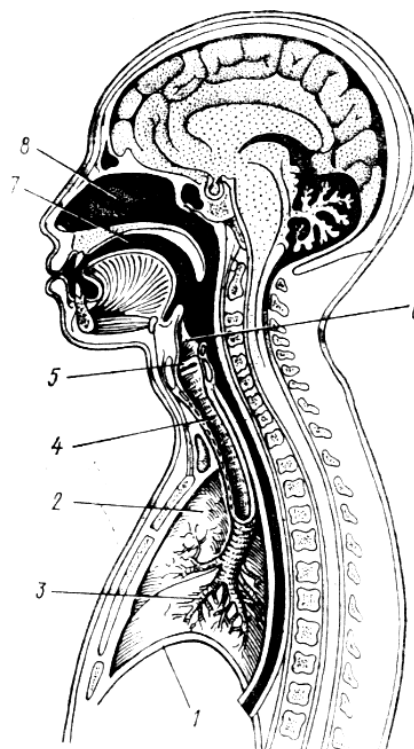
Speech is impossible without the following four mechanisms:

- I. The power mechanism,
- II. The vibrator mechanism,
- III. The resonator mechanism,
- IV. The obstructor mechanism.

1. diaphragm
2. the lungs
3. the bronchi
4. the windpipe (or trachea)
5. the glottis
6. the larynx
7. the mouth cavity
8. the nasal cavity
9. the pharynx
10. the roof of the mouth, which is divided for the purposes of phonetics into the following parts:

a) the teeth-ridge	c) the soft palate
b) the hard palate	d) the uvula
11. the upper teeth
12. the lower lip
13. the upper lip
14. the tongue, which is divided for the purposes of phonetics into the following parts:

a) the blade with the tip
b) the middle of the tongue
c) the back of the tongue
d) the root of the tongue
15. the vocal cords



Those organs of speech, which can move and take an active part in articulation of speech-sounds, are called **active** organs of speech. These are the lower and the upper lips, the tongue, the soft palate with the uvula, the vocal cords and the lungs. Those organs of speech with which an active organ forms an obstruction and which thus serve as points of articulation, are called **passive** organs of speech. These are the upper teeth, the teeth-ridge and the hard palate.

THE CLASSIFICATION OF SPEECH-SOUNDS

Speech-sounds are divided into vowels and consonants. A vowel is a sound in the articulation of which the air passes through the mouth freely. The stream of air is weak. The tongue and the vocal cords are tense muscular tension is distributed more or less evenly throughout the mouth cavity and the pharynx, for example as in sound [u:].

A consonant is a sound in the production of which an obstruction is formed in the mouth by the active organs of articulation. The organs of speech are tense at the place of obstruction; the stream of air is strong. (especially in the articulation of voiceless consonants, as in [t][p][f]). Consonants are usually (classified according to the following principles) divided into the following groups:

1. Occlusive
2. Constructive
3. Occlusive-constructive (affricates), and
4. Rolled consonants.

1. **Occlusive** consonants are sounds in the production of which the air-passage through the mouth is completely blocked, as in [p], [b], [t], [d], [k], [ŋ], [m], [n], [ŋ].

2. **Constructive** consonants are those in the production of which the air-passage is not blocked completely, but is narrowed, as in [f], [v], [s], [z], [θ], [ð], [ʃ], [ʒ].

3. **Occlusive-constructive** consonants, or **affricates**, are noise consonants in the production of which a contact is first made between the articulating organs, which is slowly released, forming a narrow air-passage at the end of the articulation of the sound, as in [tʃ], [dʒ].

[dʒ]





4. **Rolled** sonorants are sounds in the production of which an articulating organ vibrates in the stream of air, as in the Russian [p].

According to the work of the vocal cords consonants are divided into two groups:





1. voiceless consonants and
2. voiced consonants.

1. Voiceless consonants are: [p], [t], [k], [f], [θ], [s], [ʃ], [h], [tʃ].



2. Voiced consonants are: [b], [d], [g], [v], [ð], [z], [ʒ], [dʒ], [dʒ]

	<i>Occlusive</i>	<i>Constructive</i>	<i>Affricates</i>
Voiced	[b][ <td>[v, ð, z, </td> <td>[dʒ]</td>	[v, ð, z, 	[dʒ]
v- less	[p][t][k]	[f, θ, s,  , h]	[tʃ]
son.	[m][n][ŋ]	[w, r, l, j]	

Vowels are normally made with the air stream that meets no closure or narrowing in the mouth, pharyngeal and nasal cavities. Vowels are usually divided into front, central and back vowels.

Front	[i], [i:], [e], [æ]
Central	[ , [ :]
Back	[u], [u:], [ , [ :], [ʌ], [a:]

Front vowels are those in the production of which the bulk of the tongue is in the front part of the mouth while the middle part of the tongue is raised in the direction of the hard palate (forming a large empty space in the back part of the mouth.) [i], [i:], [e], [æ].

Central vowels are those in the production of which the tongue is neither advanced nor retracted, and both the middle and the back of the tongue are raised in such a way that the surface of the tongue is more or less flat. [, [:].

Back vowels are those in the production of which the bulk of the tongue is in the back part of the mouth while the back part of the tongue is raised in the direction of soft pal-

ate. [u],[u:],[],[:],[ʌ],[a:].

There are twenty-one vowel phonemes, twelve monophthongs and nine diphthongs in English.

The English vowel phonemes are as follows:

No. 1. [i:]

No. 12. [ɪ̯]

No. 2. [ɪ]

No. 13. [eɪ]

No. 3. [e]

No. 14. [ou]

No. 4. [æ]

No. 15. [aɪ]

No. 5. [a:]

No. 16. [aʊ]

No. 6. []

No. 17. [i]

No. 7. [:]

No. 18. [i̯]

No. 8. [ʊ]

No. 19. [ɛ̯]

No. 9. [u:]

No. 20. []

No. 10. [ʌ]

No. 21. [u̯]


No. 11. [ɪ̯:]

Besides there are five triphthongs in English.

[au̇]

[ai̇]

[ei̇]

[ i̇] [ou̇]

LESSON ONE

1. *The Vowel Sounds [E] [I:]*
2. *Types of syllables: open (type I) and closed (type II)*
3. *The Consonant Sounds [M] [N]*
4. *Dark And Clear [L]*
5. *Aspiration [L][T][D]*
6. *The diagraph ee*

1. The vowel sounds [e] [i]

[e] No. 3

[e] - front, short

The front of the tongue (the middle part) is raised. The tip of the tongue is pressed to the lower teeth. The lips are slightly spread.

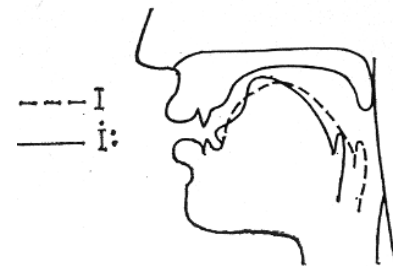
Mind the intonation.

[e e e e]

[i] No. 1

[i:] - front, long

The front of the tongue is raised in the direction of the hard palate. The tip of the tongue is pressed to the lower teeth. The lips are spread.



[i: i: i: i: i: i:]
 [mi:] [ni:] [mi:]
 [mi:n] [mi:n] [mi:n]

2. Types of syllable: open (Type I) and closed (Type II)

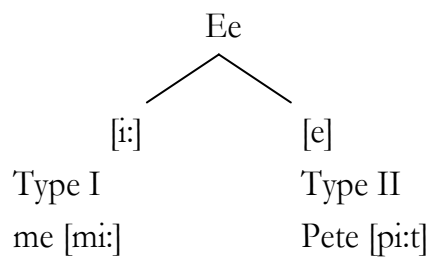
- Type I.
- a) There is only one vowel sound at the end of the syllable,
e. g. be [bi:], me [mi:]
 - b) There is a letter «e» at the end of the word which is mute,
e. g. mine [main]

All the vowels in these two cases represent the alphabetical pronunciation.

- Type II.
- a) There is a consonant sound at the end of the syllable.
e. g. man [mæn]
 - b) There is a double consonant in the word.

e. g. cabbage [kæbid] luggage [lʌ ~ id]

Ee [i:] -



Exercise!

[e - em]	[i: - mi:]	[mi: - ni: -mi:n]	[em - men]
[e - en]	[i: - ni:]	[mi:n - men]	[en - men]
[e -em -en]	[i: -mi: -ni:]	[ni: - em]	[em -en - men]
[em - en]	[i: -mi:n]	[ni: - en]	

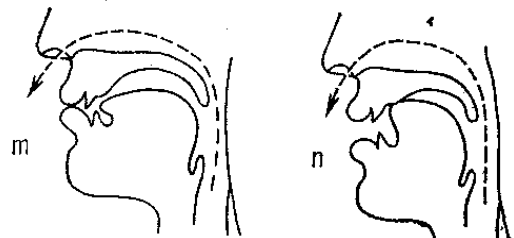
3. The consonant sounds [m][n]

[m]

[m] bilabial, occlusive,(nasal) sonorant. The soft palate is lowered the lips are slightly spread, tense and pressed together, forming a complete obstruction to the flow of air through the mouth cavity. The air passes out through the nose. The vocal cords are drawn near together and vibrate.

Mm [em] -

[m m m m m m],
[em em em em em em]



[n]

The tip of the tongue is pressed to the teeth-ridge.

[n n n n n n],

Nn [en] -

[en en en en en en]
[en-em] [en-em]
[men] [men] [men]

[l]

The tip of the tongue is pressed to the teeth-ridge. The air passes on both sides of the tongue.

[l l l l l l]

Penmanship:

Mm Nn Ee
Tt Dd Ll



Put down the following words in traditional writing and spell them:

[men] [mi:]
[ni:d] [nel] [den] [let] [di:m] [mi:t] [di:d]

[met] [lent] [di:m] [end] [del] [ded] [ned]

Transcribe:

me, men, e, m, n.
led, Ted, end, teen, dell, Ned.

4. Dark and clear [l]

There are two main variants of the phoneme [l] in the English language. One is called the «clear» [l] . It is used before vowels and [j] , e. g. lesson [lesn], live [l], value [vælju:] . The

second is called the «dark» [l] . It is used before consonants and in word - final position , e. g. milk [milk], bell [bel], unless followed by a vowel or the sonorant [j] in the same sense - group. In the latter case the clear variant is used . cf. Tell us [tel s], will you [wilju:]

[l]

clear	dark
[li:n - kli:n]	[el]
[neli]	[nel]
lee	tell
let	dell
led	Nell

5. Aspiration

The English voiceless plosive consonant phonemes [p], [t], [k] are pronounced with aspiration before a stressed vowel. Aspiration is a slight puff of breath after the explosion of a voiceless plosive consonant before the beginning of the vowel sound immediately following.

[t]

The tip of tongue is pressed to the teeth-ridge

[t] - aspirated , voiceless

Tt [ti:] -

[t t t t t t t]

[ti:]	[ten]
[ti:n]	[met]
[ti:m]	[net]

[d]

The same articulation as for [t]

[d] - voiced , non- aspirated

Dd [di:]

[di:n] [del]

[d d d d d d d]

[di:]	[ned]
[di:m]	[ted]

Exercise

a) (mind the aspiration)

[let]	[li:d]	[ti:]	[tel]	[di:m]	[den]
[led]	[ni:l]	[ti:n]	[ted]	[di:n]	[del]
[tel]	[mi:t]	[let]	[del]	[mi:l]	[ten]
[nel]	[di:l]	[led]	[ned]	[ni:d]	[let]

[lend]	[ni:t]	[net]	[ted]	[di:d]	[ded]
b)	[li:d-led] [di:n-den] [ni:t-net] [mi:t-met] [ti:n-ten] [li:n-let]	[ti:n -di:n] [ti:m-di:m] [ni:d-ni:t] [ded-det] [li:n-let] [ti:-i:t]	[nel-ni:l] [led-li:d] [del-li:d] [di:l-ni:l] [ten-ti:n] [net-ni:t]		
c)	tell-dell ten-den teen-deem met-meet Ned-need	lend-lent led-let Ned-net dell-led	e-eel ten-teem den-deem	let-tell ten-net den-Ned	

6. The diagraph ee -[i:]

Spell the following words and read them:

need, net, eel, deem, lent, led, lend, end, ten, dell, tell, meet, Nell, den, let, deed.

Rhyme

1. If many men knew,
What many men know.
If many men went,
Where many men go.
If many men did,
What many men do.
The world would be better,
I think so, don't you?
2. Little Lady Lilly lost her lovely locket
Lazy little Lucy found the lovely locket.
Lovely little locket lay in Lucy's pocket,
Lazy little Lucy lost the lovely locket.

Proverbs

1. It's never late to learn.
2. Better late than never.
3. Live and learn.
4. Many men, many minds.
5. East or west, home is best.
6. Never say never.

Tongue -twister

A black ape on a real ladder dropped a black cape on a real adder.

LESSON TWO

7. The consonant sounds [p] [b] [s] [z]

1. The letter *c* before *i, e, y*
2. Syllabic formation
3. Absence of aspiration.
4. Syllabic *l*, lateral explosion.

1. The consonant sounds [p] [b]

[p]- voiceless.

Bilabial, plosive.

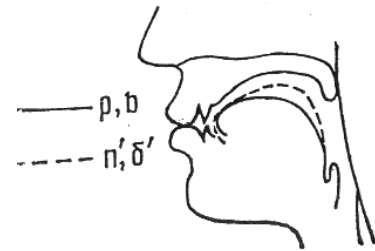
The soft palate is raised. The lips are slightly spread and pressed together. Thus contact is formed so that the air-passage through the mouth cavity is completely blocked for a short time. The air is compressed by pressure from the lungs. When lips are quickly opened, the air escapes with the kind of explosion.

[b]- voiced

The same articulation as for [p]

Mind the aspiration.

[pi:]	[pen]	[p p p p p p]
[bi:]	[bel]	[b b b b b b]
[pi:l]	[pep]	
[bi:]	[ben]	
[pi:t]	[pet]	



[bi:m] [bed]

Pp [pi:] Bb [bi:]

Exercise!

[pi:p]	[eb]	[pi:-bi:]
[ni:p]	[neb]	[pi:t-bi:t]
[di:p]	[pet]	[pi:l-bi:n]

Read the following:

deep	ebb	peel-been
peep	bed	peep-bee
bee	neb	pen-Ben

Put down the following words in traditional writing:

[pi:l] [pelt] [eb] [di:p] [bi:n] [neb] [bi:] [i:l] [bel]

Write the words given below in two groups according to the final voiced and voiceless consonant sound:

deep, pet, neb, pep, peep, lent, Ned, met, led, net, lend, let, Ted, end, meet, deed, mend.

Spell the following words and read them:

- 1) been, bed, belt, bell, pelt, pen, deep, ebb, peep, pet, pent, meet, end, den, tell, net, Nell, teen, lend, eel.
- 2) tell, dell, ten, den, lend, let, net, deem, need, ned, ten, led, eel, mend, melt, pelt, bell.

The consonant sounds [s] [z]

Ss [s s s s s s s]

The tip of the tongue is at the teeth-ridge. The lips are spread and slightly protruded.

		[si:]	[es]
voiceless	Ss [es]	[si:l]	[sel]
		[si:p]	[sed]
		[si:t]	[tes]
		[si:s]	[test]



[z] [z z z z z z z z]

The same articulation as for [s]
z -voiced

[zi:l]	[zed]
[ti:z]	[zep]

Zz [zed]

[si:z]	[sez]
[pi:z]	[zend]

2. The letter C before i, e, y

Cc [si:]

[s]	[z]
at the beginning of words and after voiceless consonants	after voiced consonant sounds. and vowel sounds

se
at the end of words

c
before e

sc
before e

- [s]** – cee, cede, cell, cent, cite cycle, cinema
 cite cede
 cits cell
 civil cent
 civet cinema

3. Syllabic formation

In English, a syllable is formed

1. by any vowel (monophthong or diphthong) alone or in combination with one or more consonants and
3. by a word-final sonorant (lateral or nasal) immediately preceded by a consonant.

e. g. fifty [fɪf-ti], ordinarily [ˌdi-n̩-ri-li]



table [teɪbl̩], garden [ˈgɑːdn̩]

The learner of English should remember that sonorants in word-final position are not syllabic when they are preceded by a vowel sound.

Cf. Sadden [sˌædn̩]- sand [sˌænd]

doesn't [dˌɒznt̩]- don't [dɒnt̩]

The English sonorants [w], [j] and [r] are never syllabic. The syllabic consonants that commonly occur in English words are the sonorants [n] and [l].

4. Absence of Aspiration

When voiceless explosive consonants [p], [t], [k] are preceded by the phoneme [s] they are pronounced with hardly any aspiration at all.

Cf. Peak [pi:k] - speak [spi:k]
 tie [taɪ] - sty [stai]
 kin [kin] - skin [skin]

The same is true of [p] [t] [k] when they occur before an unstressed vowel. Compare [p] [t] and [k] in the stressed and unstressed syllables of the following words:

paper [peɪp̩] cocoa [kɒkəʊ]

tighter [taɪt̩] ticket [tɪkɪt̩]

and before [m], [n], [p], [b].

Let me spell it.

Let Nell do it.

Let Pete go there.

5. Lateral Explosion

In the pronunciation of [-dl], [-tl], as in the words middle [midl], little [litl] the soft palate

remains raised, the tip of the tongue is raised in the direction of the teeth-ridge, and the vocal cords continue vibrating, which is necessary for the pronunciation of both sounds. The moments the tip of the tongue is pressed against the teeth-ridge, and a complete obstruction formed, the stream of air is stopped at the place of obstruction. The end of the sound [d] is marked by the lowering of the sides of the tongue and by the raising of the back part of the tongue.

The air escapes along the sides of the tongue with lateral explosion.

Exercise!

[sez-si:z]
[sel-si:l]
[set-si:t]

[si:s-si:z]
[pi:s-pi:z]
[li:s-li:z]

[si:-si:z]
[ni:-ni:z]
[si:-si:d]

Read the following:

- | | | | |
|----|--|---|--|
| A) | be-bede
me-mete
see-cede | Pete
met-mete
bet-bede | pens-pence
tens-tense
dens-dense |
| B) | lee lees
see-sees
bee-bees | seep-seeps
sleep-sleeps
beet-beets | sells-sets
spells-melts
tells-bets |
| C) | seed-cede
seen-scene
cell-seel
sense-cense
sent-cent | | |
| D) | ASPIRATION
pen
pelt
pent
pest
ten | NO ASPIRATION
spend
spelt
spent
spell
stem | MIND THE EXPLOSION
set-settle
met-mettle
pet-peddle
need-needle
beet-beetle |

Penmanship:

Pp Bb
Ss Cc Zz

Put down in traditional writing:

[si:], [stemz], [ni:dl], [spi:d], [pens], [denz],[smelz],[si:d],

[penz], [sti:d],[i:lz], [sens], [zest], [mi:ts], [steps], [sendz], [spelz].

Transcribe:

- 1) sends, beetle, sees, settles, tense, cent, sent, celt, cess, smelt, steel, cells, sell, sleeps, steep, let, dells, pence, sense, tells, beets, scent.
- 2) belt, me, peep, pen, melt, pet, bee, deep, pelt, bet, ded, deem, ten.
Pin, been, deen, end, deed.

Divide the words into syllables:

Elm, needle, sees, scene, bleed, bee, cense, settles, pence, seen, mete, nests, meddle.

Divide words in two columns according to the type of syllables:

belt, bet, Pete, bent, mend, bede, bet, belt, pent, mete, pet, pelt, Ben.

Write the words in two groups according to the final voiced and voiceless sound:

pests, sends, cedes, meets, seeds, sleeps, sneeze, cents, needles, sense, celts, spends, dens, peels, beds, bees, melts, ebbs, meets, bells, scenes.

Spell the words and read them:

pebble, zest, pence, peddle, spelt, smell, steel, less, lest, seep, tests, Zend, lees, dens, beetles, settle, beds, celt, Lett, steeds, scene, seen, elms.

Rhyme

1. A big black bug bit a big black bear,
A big black bear bit a big black bug.
2. Peter Piper picked a peck of pickled pepper,
A peck of pickled pepper Peter Piper picked.
If Peter Piper picked a peck of pickled pepper,
Where is the peck of pickled pepper Peter Piper picked?
3. Bill had a bill-board and also a board bill.
But the board bill bored Bill so
That he sold the billboard to pay the board bill.
4. She sells shells on the seashore
The shells that she sells are seashore shells I'm sure
For if she sells seashells on the seashore
Then I'm sure sells seashore shells.

Proverbs

1. Better to do well than to say well.
2. Honesty is the best policy.
3. Practice makes perfect.
4. Seeing is believing.
5. A rolling stone gathers no moss.
6. First think then speak.
7. Handsome is as handsome does.

Tongue-twister

I scream, you scream, we all scream for ice-cream.

LESSON THREE

1. *The vowel sound [i]; diphthongs;*
2. *The diphthong [ai]*
3. *The letter i in open and closed syllables*
4. *The diagraph ie at the end of words*
5. *The combinations sl, pl, bl.*
6. *Nasal explosion.*
7. *The quantity of a diphthong in different position.*

The vowel sound [i] No. 2

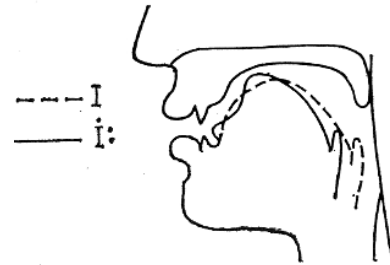
[i] - front, short

The front of the tongue is raised in the direction of the hard palate.

[tip] [pit] [lit]

[pip] [sip] [sit]
 [sin] [nip] [lip]
 [dip] [lisp] [did]

The tip of the tongue touches the lower teeth.



Exercise!

- A) [si:t - sit] [di:n - dain] [si:t - sait] [sit-sait] [i:t-it-et]
 [ni:l - nil] [ni:t - nait] [mi:l-mail] [nit-nait] [si:t-sit-set]
 [li:d - lid] [li:n - lid] [ti:m-taim] [tit:tait] [li:d-lid-lid]
- B) [it] [iz] [il] [en]
 [sit] [biz] [bil] [eni]
 [pen] [siti] [bizi] [bill]
- C) [pen] [i:t] [bi:t] [iznt]
- [pens] [i:tn] [bi:tn] [aidnt]
- [pensl] [i:dn] [bitn] [ni:dnt]
- D) [in] [iznt] [nit]
- [tiz] [tiznt] [init]

[itiz] [itiznt] [minit]

Diphthong

A diphthong is a vowel sound in the pronunciation of which the organs of speech start in the position of one vowel and glide gradually in the direction of another vowel, the full formation of which is generally not accomplished. Thus a diphthong is a combination of two vowel elements pronounced so as to form a single syllable.

The first element of an English diphthong is called the nucleus. It is a strong, clear and distinct vowel sound. The second element is rather weak; it is called the glide . There are nine diphthongs in the English language. They are [ei],[ou], [ai], [au], [ɔi], [i[^]], [e[^]], [o[^]],

[u[^]].

Front diphthong [ai] No. 15

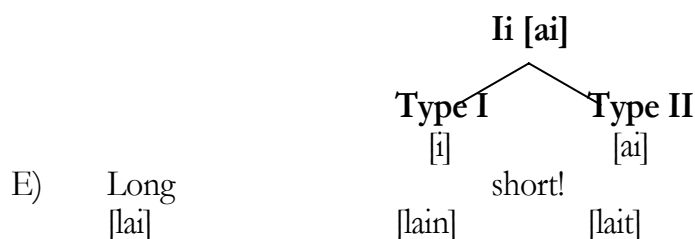
The bulk of the tongue is in the front part of the mouth cavity. During the pronunciation nucleus of the diphthong the middle of the tongue is rather low in the mouth. Thus the nucleus may be defined as front , open, unrounded. During the glide the middle of the tongue moves higher, in the direction of [i], but without reaching it. The glide of [ai] sounds like a weak [e].

[taim]	[lain]	[lai]
[dain]	[mail]	[ais]
[saiz]	[main]	[pail]
[taid]	[pain]	[dail]

Exercise

- | | | | |
|--|--|---|---|
| A) beet-bit
deed-did
Pete-pit
seed-Sid | B) peep-pipe
sees-size
seed-side
beet-bite | C) speed-spel
sleep-slept
bleed-bled
meet-met | D) peep-pip-pipe
seed-Sid- side
beet-bit-bite
bede-bid-bide |
| E) bede-bid-bed
beet-bit-bet
peep-pip-pep | (F) miss-mess-mice
din-den-dine
pin-pen-pine | (G) sill-sell till-tell
bill-bel miss-mess
lid-led bid-bed | |

The letter i in open and closed syllables



[mai]

[main]

[mait]

The diagraph ie at the end of words - [ai]

e. g. die-[dai]

Read the following

be-pie-pipe
be-tie-tide

me-die-dine
me-die-dine

Mind the aspiration!

Tie	tense	pie	pence	pep	pet
tine	ten	pine	pen	dip	nit
tile	dent	pile	pent	pip	pit

Nasal Explosion

In the pronunciation of [-dn], [-tn], as in the words: written [ˈrɪtɪn], garden [ˈɡɑːdn]

the soft palate remains raised. The tip of the tongue is raised in the direction of the teeth - ridge and the vocal cords continue vibrating, which is necessary for the pronunciation of both sounds. The moment the tip of the tongue is pressed against the teeth-ridge a complete obstruction for [d] is formed. The stream of air is stopped at the place of obstruction. The end of the sound [d] is marked by the lowering of the soft palate. . The air escapes through the nasal cavity with nasal explosion.

The quantity of a diphthong in different positions

According to the phonetic rules the diphthongs can occupy different positions in a word and the position of a diphthong affects mainly to the variation of length and might be represented in the following way: A diphthong is the longest if it is at the end of the word, e. g. my [mai] It is longer, if a diphthong is before a voiced consonant, e. g. made [meid] It is short, if a diphthong is before a voiceless consonant, e. g. late [leit].

Read the following:

Mind the combination!

- | | | | | | |
|----|----------------|---------------|----|--------------|--------|
| a) | Mettle | peddle bitten | b) | simple | nibble |
| | settle | meddlebitten | | dimple | nimble |
| c) | bib-bide-bible | | d) | tittle-title | |
| | Sid-side-sidle | | | diddle-sidle | |
| | tit-tide-title | | | nibble-bible | |

Arrange the words in two columns:

- a) according to the length of the vowel sound;
bib, bitt, bees, list, bede, lit, dim, still, peep, lisp, deed, lees, steep, bliss, nib, steel.
- b) according to the type of the syllable and read them:
bede, dime, tin, tip, sin, side, site, nine, dine, mete.

Put down the words in traditional writing:

[salz], [daim], [si:n], [tal], [sip], [pain], [pal], [si:z], [mis], [dall]
[lain], [setl], [lid], [nel], [mes], [sil], [sel], [sti:p], [lai], [di:d]

Transcribe:

limp, pipe, peep, pip, bile, bill, spill, side, ice, tit, nice, till, die, tile, tend, tee, melt, ness, silt, blend.

Spell the words and read them:

tipple, middle, sidle, bice, spine, nice, since, mice, nip, sell, lid, mine, Bible, temple, mince, pimple, bet, tide, cede, ice, peep, stint, Lett, mettle, mint, stilt.

Divide the words into syllables:

pipe, title, bitten, pencil, idle, beetle, nimble, Pete, midden, temple, dine, still, stile, simple.

Read and act out the dialogue:

(Myra and Violet are typists in the library)

Myra (smiling) Hello, Mike!

Mike: Hello Myra. Hello Violet. You're looking nice, Violet.

(Silence)

Mike: Would you like some ice-cream, Violet?

Violet: No thanks, Mike. I'm busy typing. Talk to me some other time. I have ninety-nine pages to type by Friday.

Mike: Never mind. Do you like riding, Violet?

Violet: Sometimes.

Mike: Would you like to come riding with me tonight, Violet?

Violet: Not tonight, Mike. I'm going for a drive with Nick.

Mike: What about Friday?

Violet: I'm going climbing with Miles.

Mike: Hm! Oh, all right. Bye! Myra: Violet he's put something behind your typewriter.

Violet: Is it something nice, Myra?

Myra: No. It's a spider.

Rhyme

Kitty's home is in the country,

Betty's home is in the city.

Kitty likes to stay with Betty

Betty likes to stay with Kitty.

Betty likes the country best'

Kitty likes the busy city.

That is quite a lucky thing

For Betty and for Kitty.

Proverbs:

1. Christmas comes but once a year.
2. As like as two peas.
3. After dinner sit a while after supper walk a mile.
4. He who fights and runs away may live to fight another day.

Tongue-twister

1. Three grey geese in a green field grassing
Grey were the geese and green was the grass.
2. There is no need to light a night-light on a light night like tonight.

LESSON FOUR

1. *The intonation: the falling tone.*
2. *Syntagm*
3. *Sentence-stress*
4. *Tonogram*
5. *The consonant sounds [f v]*
6. *The digraph ie in middle of words*
7. *The letters i and e in an unstressed final position*
8. *The suffixes:- s, - es, -less*

Intonation

Intonation may be defined as the variations, which take place in the pitch of the voice in connected speech, i. e. musical note produced by the vibration of the rise and fall of the pitch of the voice when we speak.

The main components of the intonation are:

1. Voice pitch (speech melody)
2. Sentence stress (accent)

The Falling Tone

The falling tone is used in the following communicative types of sentences:

1. in categorical statements, or assertions;
2. in special questions
3. in commands;
4. in exclamations;
5. in sentences expressing offers to do something or suggestions that something should be done.

E. g. It's time to get up.
Raise your hands.

Syntagm

A sentence consists of two or more sense groups, which are called a syntagm. Syntagm is a phonetic entity, which expresses a semantic entity in the process of speaking (and thinking) and which may consist either of one rhythmical group or of a number of such groups. The syntagm has very important functions in language and is an indispensable feature of intonation. Phonetically every syntagm is characterised by definite intonation.

E. g. As far as I know, he is a teacher.

[^ z fa: ^ z ai | nou □ hi · iz ^ |ti:t ^]

Sentence stress

In a sentence or an intonation group some of the words are of greater importance than the others. This largely depends on the situation or context. Words, which provide most of the information, are brought out in speech by means of sentence stress. We differentiate three types of sentence stress:

1. normal sentence-stress
2. logical sentence-stress
3. emphatic sentence-stress

1) Normal stress affects context words, which convey the necessary information to the listener.

E. g. We) have plenty of |time.

2) The type of sentence-stress which gives special prominence to a new element in a sentence or an intonation group is called logical stress.

E. g.) Nelly) spoke to him |yesterday.

) Nelly spoke to him |yesterday.

Nelly) spoke to him |yesterday.

Nelly spoke to) him |yesterday.

3) Emphatic stress increases the effort of expression. It may strengthen the stressed word marking it more prominent.

E. g. I) can't be |lieve it.

Tonogram

The tonogram is a graphical representation of English intonation. The pitch and prominence of syllables in a sentence are denoted in the following way.

A dash (-) represents a stressed syllable pronounced with level pitch.

A downward curve (|) represents a stressed syllable pronounced with a fall in pitch within that syllable.

An upward curve (|) represents a stressed syllable pronounced with a rise in pitch within that syllable.

A dot (.) represents an unstressed syllable.

These signs are written on staves, i. e. between two horizontal (parallel) lines, which

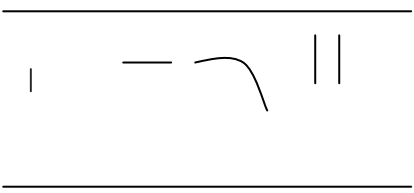
represent the approximate upper and lower limits of the pitch of the voice in speech, or the range of the voice and thus show the contour of intonation.

Two vertical strokes (||) denote a long pause, which usually occurs at the end of a sentence.

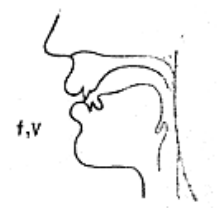
A single vertical stroke (|) denotes a short pause inside a sentence.

A vertical wavy line (~) denotes a pause that is extremely short, imperceptible.

E. g. I like to read tales. [ai | laik t ri:d |teilz]



The consonant sounds [f, v]



[f]

[f f f f f]

The soft palate is raised. The lower lip is raised to the edge of the upper teeth, forming a flat narrowing. The air passes through this narrowing with friction. In the production of [f] the vocal cords are kept apart and do not vibrate whereas in the articulation of [v], they are drawn near together and vibrate.

f - voiceless

[ef]	[fi:]	[fid]	[fail]
[elf]	[fi:d]	[fil]	[laif]
[eft]	[fi: st]	[fib]	[fain]

[v]

The same articulation as for [f]

v - voiced

Vv [vi:] -

[v v v v v]
[vi:][vent][vim]
[vi:l][vend][vail]
[vest][vai][liv]

Exercise!

[fi:l - vi:l]	[fi:l -fil]	[fed -def]
[li:f -li:v]	[fi:d -fid]	[left -felt]
[laif -laiv]	[fi:t -fit]	[fail -laif]
[fail -vail]	[fi:z -fiz]	[fain -naif]

Read the following:

file -pile	fed -pet	fee -pee
fine -pine	fell -pell	feel -peel
fie - pie	fen -pen	feet -Pete

[i] -[ai]

fill -file	fin -fine	live -life
fist -fie	pin -pine	lin -line

The digraph *ie* in middle of words

[i:] lief, piece, niece
 lief
 field
 fiend
 piece

The letters *i* and *e* in an unstressed final position

[I]

Mind the stress:

visit	feeble	fitless
fillip	fizzle	fineless
fillet	fiddle	needless
millet	middle	endless

i before nd, ld. - [ai]
 mind
 find
 bind
 blind

The suffixes: -s, -es, -less

-es after c, s, z. - [iz]

- s -

- es -

[z]	[s]	[iz]
sells	visits	misses
finds	lets	sneezes
mind	fits	pieces
fills	sips	senses

Phonetic Drill (1)

1. Spell it, send it, meet Em, Tess is; Sid is; Ben is; Nell is; See it; Bess is ill.
 2. Meet Tess; meet Bill; let me; let Pete; let Bess; let Nell; meet Pete.
 3. Let's meet; Pete is ten; Bess spell; it's Bill.
- | | |
|---|---|
| 1. Spell it;
Send it; | 5. Let's meet Ned.
Let's meet Pete.
Let's meet Em.
Let's meet Sid. |
| 2. Meet Bill.
Meet Tess.
Meet Sid. | 6. Let me spell it.
Let me send it.
Let me see it |
| 3. Bess is ten.
Sid is nine | 7. Let's spell it.
Let's send it |
| 4. Let Pete spell it!
Let Bill send it!
Let Bess spell it!
Let Nell send it! | 8. Tess is ill
Sid is ill. |

Phonetic Drill (2)

1. see Ed; meet Em; see it; meet Ed; miss Em;
2. sees Pete; sees Ted; sees Tess; meets Bess; misses Tess.
3. miss Bill; miss Ned;
4. Bess sees ;
5. meet Ned; Ted meets; Sid meets

- 1) I see Nell.
I see Bill.
- 2) Nell sees Pete.
Sid sees Ed.

- 3) I meet Ned.
I meet Sid
- 4) Nell sees me.
Ted meets Pete.
- 5) Nell sees me.
Pete meets me.

Transcribe and make up tonograms of the following sentences:

- 1) Let me meet Ed Pete is ill.
Dess is ten. Let's meet Ed.
Let me spell it. Meet Ben.
Let's send it. Let me see it.
- 2) five, vice, pies, self, feme, eft, mind, vim, cess, cits, fine, fen, film, fees, fizzle,
fled, live, fitless, sleepless, bible, selfless, dimple.

Put down in traditional writing:

- 1) [let mi | send it] [let bes | spel it] [| send it] [bil iz | ten] [| ted is]
- 2) [i:v], [vest], [liv], [fil], [faind], fit), [fiddl], [fist], [vizit], [fail], [vet], laif], [fli:], [fend], [blaind].

Name all the vowels and consonants you know:

Arrange voiceless and voiced consonants in two columns.

Read the dialogue:

- | | | | |
|----------|-----------------------|----------|--------------------|
| Pattern: | - Let's spell «time». | Pattern: | - Let's send Pete. |
| | - Sid spell it. | | - Pete is ill. |
| | - time time. | | - Let's send Bill |

Spell the words and read them:

bleb, felt, five, fiddle, blend, feeble, vice, fleet, fit, bless, feel, fill, bed, file, bliss,
fillet, find, fees, fes, fist, cede, vet, celt, cense.

Make up tonograms of the following sentences:

I send it. Meet me in time. I miss Tess. Let's meet Sid in time. Steve is in Venice.
Let Ned meet in time. Pete sends me.

Read the following texts paying attention to normal sentence stress:

- 1) I live in Leeds. Bill lives in Leeds. Pete is in Leeds. I visit Bill. Pete visits Bill. Steve visits me. I feel fit. I feel fine.
- 2) This is a photograph of a fat farmer arriving at a village in the valley. He is driving a van. It's a fine day, but it's December, and the leaves have fallen from the vine in the front of the photograph.

Transcribe the following words:

feel, file, five, film, fine, find, fly, veel, vile, life, live, fight, fist, flip, flimsy.

Transcribe and intone the following sentences:

Mike's white kite is flying high in the sky.
Clive climbs high spires at night.
Diana is quite nice but frightfully shy.
Clive decides to invite Diana to dine.
He tries to find a fine white wine.
Jane decides to dine with James.
James plays with trains and planes.
Jane bakes eight cakes.
The blind is leading the blind.

Rhyme.

The Vine.
V was once a little vine
Viny,
Winy,
Twiny,
Viny,
Twisty-twiny
Little vine.

Dialogue

A Fine View

Vera: Has your family lived here for very long?
Victor: Five and a half years. We arrived on the first of February.
Vera: What a fine view you have!
Victor: Yes, I love living here.
Vera: Look! You can see the village down in the valley.
Victor: Yes, it's a lovely view.

Proverbs:

1. Faint heart never won fair lady.
2. Fools seldom differ.

Tongue-twister

- 1) Fancy that Fan is full of fads and fancies.
- 2) Five fit fishers shipped six thick fish dishes.
- 3) He sighed, she sighed, they both sighed
Side by side down beside the riverside.

LESSON FIVE

1. *The vowel sounds [ei][æ]*
2. *The letter a in open and closed syllables*
3. *The diagraphs: ai; ei; ea*
4. *The unstressed prefixes: be-, de-, e-, em-, en.*
5. *The neutral vowel [ʌ]*

6. *Reduction. Three degrees of reduction.*
7. *Weak and strong form of content words.*

1. The vowel sounds [ei]

[ei] - No. 13

[ei] - front diphthong.

The bulk of the tongue is in the front part of the mouth cavity.

[sei] [mein] [leit]

[mei] [teim] [peit]

[lei] [pein] [feit]

During the pronunciation of the nucleus of this diphthong the middle of the tongue is raised in the direction of the hard palate, as for [e].

[pei][fein] [meis]

[dei] [lein] [neip]

Thus the nucleus of the diphthong [ei] is practically the same as the vowel [e].

After completing the nucleus, the middle of the tongue glides the still higher moving in the direction of [i].

[æ] No 4.

[æ] - is the most open front vowel. The lower jaw is lowered.

[mæn] [mæt] [fæt]

[mæs] [pæt] [dæb]

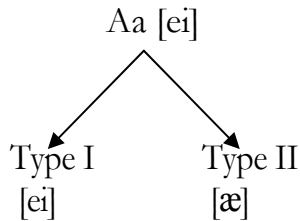


The tip of the tongue is pressed against the teeth.

[tæn] [dæm] [pæn]

[d_n] [p] [d]

A quick downward movement of the jaw. [m_t] [b_d] [sp_n]



ai	-	[ei]
ei	-	[ei]
ea	-	[i:]

Read the following paying attention to the length of the diphthong.

[mai-main-mait]	[lai-laim-lait]
[mei-mein-meit]	[lei-leim-leit]
[sai-sain-sait]	[dai-dain-dais]
[sei-sein-seit]	[dei-dein-deit]
[pai-pain-paip]	[pei-pein-peit]

Compare the following:

- | | | | |
|-------------|----------------------|--------------|-------------|
| A) mat-mate | bad-bade | B) mass-mess | C) man-mine |
| pat-pate | mass-mace | man-men | fan-fine |
| lat-late | lass-lace | pat-pet | sad-side |
| lad-lade | nap-nape | tan-ten | mass-mice |
| mad-made | tap-tape | pan-pen | lass-lice |
| | | | |
| D) men-mane | E) men-man-mane-mine | F) meet-mill | |
| pen-pane | pen-pan-pane-pine | lief-live | |
| let-late | less-lass-lace-lice | feed-fid | |
| fen-fane | fen-fane-fane-fine | beet-bit | |
| pet-pate | pet-pat-pate-pipe | Pete-pil | |

But! Exception: [e]- dead, stead, deaf

Read and spell paying attention to homonyms:

male-mail	lade-laid
tale-tail	lane-lain
sale-sail	bale-bail
pale-pail	blame-blain
pane-pain	tame-taint

Arrange the words in two columns according to the type of the syllable:

bede, tan, tame, bid, tin, pine, me, eve, mane, mat, lap, be, nap, late, let, side, fin, five, bat, fan, tide, pin, mace, mass, mice, miss, sit, Pete.

Put down in traditional writing:

[lʌnd], [seɪn], [fɛt], [peɪn], [paɪn], [neɪp], [peɪl], [lʌps], [tens], [taɪd], [sɪp], [laɪm], [leɪn], [peɪs],

[meɪn], [mʌs], [lʌs], [mes], [bes], [bʌd], [bi:d], [baɪt], [lɪd], [saɪz], [setl], [maɪnd], [tʌb], [feit], [beɪn],

[peɪn].

Transcribe the words:

lamp, fees, steel, miff, nap, tale, safe, steep, step, steed, nine, stems, bean, stab, split, feaze, splice, splint, dead, fiend, span.

Spell and read:

slit, main, smell, bint, smile, band, slime, till, slip, taste, snape, mile, smite, slat, lime, sense, babe, slate, sin, baste, slave, paint, slice, maple, slide, slid.

Read paying attention to:

1) the stress:

1.	belie	2.	deface	3.	elate	4.	inflate
	belief		deflate		emplace		intend
	betide		defile		entail		inflance
	belittle		deplane		emit		intense

2) the lateral and nasal explosion:

maple, Mable, table, sizzle, fizzle, fettle, battle, baffle, dazzle.		
Staple-dapple	fid-fiddle	pad-paddle
stable-dabble	piff-piffle	sad-saddle
flat-flatten	bat-batten	mad-madden

Make up tonograms(one for each type).

1.	Spell it, please!	Please, spell it!	Let's send it!
	Find it, please!	Please, find it!	Let's find it!
2.	Meet Ann, please!	Please, meet Ann!	Let's meet Ann!
	Visit Ellen please!	Please, visit Ellen!	Let's meet Ann in time!
	Meet Ed, please!	Please, meet Ed!	Let's meet Ed!

Rhyme

Andy, Pandy, Jack-a-dandy
Loves plum, cake and sugar candy
Bought it from a candy shop
And away did, hop, hop, hop!

Proverbs

1. Money spent on brain is never spent in vein.
2. If you cannot have the best, make best of what you can.

[ʌ] No. 12 [ʌ] - central, very short.

a, e in an unstressed position [ʌ].



The lips are neutral; the surface of the tongue is quite flat.

Reduction.

In English vowels in an unstressed syllables are usually reduced. Reduction is a historical process of weakening, shortening or disappearance of vowel sounds in unstressed positions. This phonetic phenomenon is closely connected with the general development of the language system. Three types of reduction are noticed in English.

1. Quantitative reduction, e. g. shortening of a vowel sound in the unstressed positions, affects mainly long vowels, e. g. he [hi:- hi· -hi], we [wi:- wi· -wi]
2. Qualitative reduction, i. e. obscuration of vowels in the unstressed positions. E. g. can [kʌn -

kʌn], have [hʌv - hʌv]

3. The 3rd type is the elision of vowels in the unstressed position.
e. g. I'm up already. [aim ʌp ⊗ :lredi]

I'm, it's, I've, I'll.

Non-reduced unstressed sounds are often retained in:

- a) compound words; e. g. blackboard [blæk b ⊗ :d]

- b) borrowings from other languages; kolkhoz [k ⊗ lh ⊗ z]

Weak and strong forms

Spoken English shows a marked contrast between its stressed and unstressed syllables. Words, which bear the major part of information are generally stressed and are called content (notional) words. These are: nouns, adjectives, notional verbs, adverbs, numerals, interrogative and demonstrative pronouns. The other words in a sentence are mostly form (structural) words which link the content words and help us in this way to form an utterance. They are: articles, prepositions, conjunctions, particles, and also auxiliary and modal verbs, personal and

possessive pronouns. As form words are normally unstressed in a sentence their weak reduced forms are generally used in speech.

E. g. She is absent. [ʃi iz əbsnt] Table pp 189-191 (8).

Strong and weak forms

Words	Strong forms	Weak Forms (quantitative reduction, elision of sounds.)	Examples
PRONOUNS			
You	[ju:]	[juː], [ju], [ju]	[juːraɪt]
She	[ʃi:]	[ʃiː], [ʃi], [ʃi]	[ʃiːprɪti]
He	[hi:]	[hiː], [hi], [hi]	[hɪz frɪ]
We	[wi:]	[wiː], [wi], [wi]	[wiːrɪ]
Me	[mi:]	[miː], [mi], [mi]	[let mi si:]
Her	[hɜːr]+C	[hɜːr]+V	[nɪkz hɜːs n]
	[hɜːr]+V	[hɜːr]+V	[tel hɜːr ɔː]
His	[hɪz]	[hɪz]	[aɪ laɪk hɪz feɪs]
Him	[hɪm]	[hɪm]	[send hɪm ɪt]
Us	[ʌs]	[ʌs]	[liːv ʌs]
Them	[ðem]	[ðəm]	[aːsk ðəm]
Your	[jɔː]+C	[jɔː], [jɔː]+C	[ɪts jɔː hɪt]

<i>Words</i>	<i>Strong forms</i>	<i>Weak Forms (quantitative reduction, elision of sounds.)</i>	<i>Examples</i>
Our	[auː] + C	[aː] + C	[braʊnz aː neɪb]
	[auːr] + V	[aːr] + V	[hɪz aːr ould frend]
VERBS			
Be	[bi:]	[biː], [bɪ], [bi]	[daʊnt bi n :ti:] ⊗
Been	[bi:n]	[biːn], [bɪn], [bin]	[aɪv bi:n driŋkiŋ]
Am	[əm]	m-after I, [əm]	[aɪm taɪd]
Are	[a:] + C	[aː, ər] + C	[juː leɪt]
ARTICLES			
The	[ð i:]	[ð] + consonants	[ð buk]
		[ði] + vowel	[ði ɹp]
a	[eɪ] + C	[ə] + C	[ə let]
an	[ən] + V	[ən] + V	[ən eɪp]
PREPOSITIONS			
at	[ət]	[ət]	[ət haʊm]
from	[frɪm] ⊗	[frəm]	[frəm l ɪndən] ^

Words	Strong forms	Weak Forms (quantitative reduction, elision of sounds.)	Examples
of	[ɒ v]	[^ˈ v], [v]	[^ˈ va:z ^ˈ v flauv]
to	[tu:]	[^ˈ t]+C [tu:], [tu]+V	[^ˈ t ^ˈ di:n] [k ^ˈ m tu ^ˈ kən 'klu n]
into	[intu:]	[int ^ˈ]+C [intu]+V	[k ^ˈ m int ^ˈ ru:m] [put it intu ^ˈ b ks]
for	[f ɔ:]+C [f ɔ: r]+V	[f ^ˈ]+C [f ^ˈ r]+V	[k ^ˈ m f ^ˈ ti:] [k ^ˈ m f ^ˈ r ^ˈ t :k]
Is	[iz]	[z] – after voiced consonants and vowels. [s]– after voiceless consonants [ɪz]– after [s], [z], [ʃ], [tʃ], [dʒ] [d]	[w ^ˈ z nɪk] [ð ^ˈ ts reɪt] [^ˈ haʊz ɪz la:d]
was	[w ɒ z]	[w ^ˈ z]	[w ɒ t w ɒ z r ɪ ŋ]
were	[w ^ˈ :]+C [w ^ˈ :r]+V	[w ^ˈ :][w ^ˈ]+C [w ^ˈ r][w ^ˈ r]+V	[^ˈ tri:z w ^ˈ ri:n] [^ˈ boɪz w ^ˈ r nɪst]

Words	Strong forms	Weak Forms (quantitative reduction, elision of sounds.)	Examples
have	[h v]	[h v] after personal pronouns	[k a:z h v st pt] ⊗
has	[h z]	[h z] after voiced consonants and vowels	[d kt h z k m] ⊗
had	[h d]	[h d] after personal pronouns	[nik h d d n] ^
can	[k n]	[k n][kn]	[ðei k n stei]
could	[kud]	[k d][kd]	[ai k d du]
must	[m st] ^	[m st][m s]	[ai m st du]
will	[wil]	[l]	[ðei l ri:]
would	[wud]	[w d] after personal pronouns	[l w d stei]
shall	[ʃ l]	[ʃ l][l] after personal pronouns	[wi l w :k]
should	[ʃ ud]	[ʃ d][d] after personal pronouns	[ai d laik t stei]
do	[du:]	[du:][du]	[w t d ðei nou] ⊗
does	[d z] ^	[d z]	[wen d z hi k m] ^

Words	Strong forms	Weak Forms (quantitative reduction, elision of sounds.)	Examples
CONJUNCTION			
and	[ˌnd]	[ˈnd][ˈn][n]	[beɪkn ˈnd eɪz]
That	[ðət]	[ðət]	[ju nou ðət rɪŋ]
but	[bʌt]	[bət]	[bət wai n t]
than	[ðən]	[ðən] [ðn]	[ɪts w :m ðn jest di]
As	[z]	[z]	[z su:n z pɒsɪbl]
Or	[ɔːr]	[ɔːr], [ɔːr], [ɔːr]+C [ɔːr], [ɔːr], [ɔːr]+V	[red wait] [t m r n]
Particles To	[tuː]	[tə]+C [tu]+V	[traɪ t du ɪt] [traɪ tu ɪt ɪt]
There	[ðeə]	[ðeə]+C [ðeər]+V	[ðeə w ɪlɪt z] [ðeər t ɪldr n]

Exercise!

1) [pi:t - pət]

[fi:l - fil]

[laɪv]

[mi:t - mit]	[dai:n - dein]	[lain]
[pet - pɛt]	[fai:n - fein]	[pi:s]

[met - mɛt]	[li:v - lift]	[mid]
-------------	---------------	-------

[bet - bɛt]	[pail - peil]	[fli:]
-------------	---------------	--------

2)	abate	abeam	advent
	abase	abele	amend
	ablaze	appeal	anent

	a	e
	apace - data	silent - emble
	amiss - etna	element - sentence
	attempt atlas	stipend - lambent

Read the following paying attention to:

1. The article:

- A) a lid, a seat, a bit, a bat, a pit, a bed, a bill, a dale, a mat, a mine, a dace, a dam.
- B) an ant, an apple, an aim, an aid, an ait, an ape, an ase, an end, an ebb, an eel, an ell, an eft, an elm.
- C)

a date - an ait	a tin - an inn
a pant - an ant	a pain - an aim
a bell - an ell	a lass - an ass
a tape - an eel	a pin - an imp
a dace - an ace	a maid - an aid

2. The degree of reduction:

emhed	sippet	staman	devil
event	mindless	atlas	Eden
evade	fitless	villa	pencil
evince	silence	silent	stencil

For rapid Reading:

a man and a plan	a pan and a tin
a pit and a mine	an apple and a plate
a sail and a sea	a bed and a lamp
a map and a table	a maple and a lime
a lamp and pipe	a pan and a plate

Make up sentences using the model:

- A) Pete sees a pin.
- A) Ned, Eve, Adam, Bill, Steve, Dan, David, Tess, Ann.
- B) a bat, a pencil, a plate, a table, a lamp, a bed, a pipe, a pine, a man, a lime, a pit, a mine, a mine, an apple, an ape, an ass, an elm, an inn, an ait.

A) Ann meets Pete

A) Bess, Ellen, Dave, Ella, Mabel, Pat, Sid, Ed.

B) Bill, Steve, Ned, Eve, me, Adam, Stella, Alan, Dennis,
Bella, Emma, Ida, Cecil

Rhyme

Rub-a -dub dub,
Three men in a tub
The butcher, the baker,
The candlestick maker,
They all jumped over a rotten potato!

Proverbs

- 1) Adversity is a great headmaster.
- 2) Beggars can't be choosers.
- 3) Better an egg today than a hen tomorrow.
- 4) Better be alone than in bad company.

Tongue-twister.

An adventurous professor and a professional astronomer are posing in front of the camera of a fashionable photographer.

LESSON SIX

1. The consonant sounds [k], [k̄], [d]

2. The suffix -ed.

3. The consonant sounds [t̄], [h]

4. The letter combinations: ch, tch, ph, igh

5. The consonant sounds [ŋ], [ʃ]

6. The letter combinations: sh, ng, nk.

7. The suffixes: -ish, -ment, -ive, -able.

[k]

The back of the tongue is touches the soft palate.

[ki:k] [keip] [ki:n] [keit]

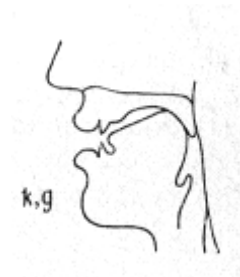
[k]- voiceless, aspirated.

[kis] [keis]

Kk [kei]

[kit] [kait]

[d]



Jj [d̄ ei] – **Gg** [d̄ i:]

The tip of the tongue is pressed against the teeth-ridge. Then it is slowly removed from it.

[d̄ eid] [d̄ ik]

[d̄ ip] [d̄ aiv]

[d̄ ip] [d̄ ail]

[k]

The same articulation as for [k]

[k̄] – voiced, non-aspirated.

[gei]

[geit]

k
c
at the end of words

j
g
before e and i [k̄z]

[gli:m] [gai]
[gli:n] [gaid]
x [ks]
exe [ks]
before stressed vowels [k̄z]

and before all vowels [k]

dge - [d̄]

kn - [n]

except e and i and before ck. .

The intonation of «Please» and Direct Address

A direct address is a word or a group of words used to address a person or several persons.

E. g. Mum, I'm not cold.

«Please» and «Direct addresses» can stand in sentence

1) initial position.

2) medial position.

3) final position.

1. In sentence initial position it commonly forms an intonation group pronounced with the Falling tone.

E. g. Harry, look at this hat.

[h̄rị) luk̄ t̄) ðis̄ h̄t̄]

Please, give it to me.

[pli:z̄) ɪv̄ it tu: mi]

2. In sentence medial and final positions «please» and «direct address» frequently sounds as an unstressed intonation group.

E. g. Read it, please.

Take it, Ann.

Read the following:

A)	kip-skip	kill-skill	need-kneed	lec
	Kate-skate	tag-stag	Nile-knife	lax

	cad-scad	cab-scab	niece-knee	civic
	cape-scape	can-scan	neat-kneat	celtic
	take-skate	kin-skin	net-knelt	plastic
B)	exam	explain	kitten	tackle
	exist	expand	kittle	fickle
	exact	extent	skittle	cackle
	exempt	expect	kindle	daggle
	excite	excel	candle	cattle
	[d]	[t]	[id]	
C)	bagged	stepped	beaded	
	gabled	beaked	jaded	
	canned	missed	belted	
	belled	faced	tilted	
	lined	picked	knited	

Transcribe the following words and read them :

ces, jack, clamp, gamp, fail, cabin, stick, jail, game, klip, fact, cattle, faze, jag, clime, mag, fie, knit, pap, scene, James, clack, cease, pack, paste, cable, knack, expel, cinema, cackle, candle, giggle, sleeve, celtic, piece, feme, stage, gable.

Put down in traditional writing:

[kændid], [naif], [miks], [kli:n], [kæbmæn], [kæpitl], [iks tend], [desk], [kleim],
 [keismænt], [dek], [keid], [sæk], [bæd], [kæntl], [flæ], [æp], [dɪbit], [keid], [ni:z],
 [iv], [dɛntl], [iːzist], [pækt], [klik], [sel], [lik], [dæz], [dɪb], [leik], [tekst],
 [kæbstænd].

Arrange the words in two groups according to:

- the final voiced and voiceless sound:
 knees, gibe, exam, meek, gig, gland, dike, dace, fag, deck, flack, flake, tag, click, fade, pleb, bait, faze, fad, lab, sate, stint, place, mag, jeep, eke, jack, jazz, page, egg, niece, cess, clip, text, sice, kid, lap, cape, ledge.
- to the type of the syllable:
 make, dene, lake, stage, dap, mile, daze, dale, slack, tag, tile, pike, taste, till, baste, ban, sice, slap, slid, side, slide, sin, eke, slim, snipe, gable, slave, age, slit, game, giggle, cage, fledge, lac, clime, gibe, glide, mix, knip, net, deck, jet.

Spell the following words and read them:

Jacket, village, gallant, James, Japanese, citadel, claimant, giblet, cablet, gentleman, next, stake,

kindless, knapsack, ease, niece, cease, figment, limes, baize, blade, band, main, paid, tilt, stifle, snail, delve, faint, feint, Dane, Kemble, knick-knack, tap, glimpse, scent, glaze, scale, gig, jam, gin, gilt, jibe, kind, cage, six, exempt, case, exact, exempt egg, lick.

Make up tonograms for each type.

1. Give me a pen. Give Pete a pen.
 Give me a kite. Give Ed a kite.
 Give me a knife. Give Nick a knife.
 Give a bag. Give Tess a bag.
 Give me a sack. . Give Ned a sack.

2. Please, give me a pencil.
 Please, give me a plate.
 Please, give Mike a text.
 Please, give Adam a knife.
 Please, give Pat a cage.

3. Give me a black tie, please.
 Give me a nice bag, please.
 Give me a clean knife, please.
 Give Bess a black pencil, please.
 Give Nick a big sack, please.

[h]

It is the sound only of breath.	[hi:d]	[hiz]	[heik]
The air passes through the pharynx	[hi:]	[him]	[haid]
Producing slight friction. The vocal cords are kept apart and do not vibrate.	[hi:t]	[hit]	[heist]
	[hem]	[h_t]	[hait]

Hh [eit_]

[t_]- voiceless	[t_ i:z]	[t_ i:k]	[t_ i:t]
------------------	----------	----------	----------

The tip of the tongue is pressed against the teeth-ridge, then slowly removed from it.

[t_ in]	[t_ it]	[t_ il]
[t_ eɪnd]	[t_ ip]	

[tʃɪm]

[tʃeɪs]

[tʃaɪld]

[tʃes]

ph -[f]
tch -[tʃ]

ch -[tʃ]

ch - [k]
-age-[ɪd]

igh- [aɪ]

Read the following:

A) ch

[tʃ]

[k]

chaste
chafe
chain
change
had-hade
hedge-hinge
held-hilt

Chem
chasm
chemist
ache
hack-hick
hip-heap
hand-held

chit-chive
chill-child
chid-chide
chin-china
hat-hate
hill-hell
hag-hat

B)

chattel
channel
cheapen

chaplet
childless
chidden

chisel
chapel
chainless

C)

hatchet
haven
hamlet
helmet
headline

handless
helpless
hatless
hapless
happiness

hand-bag
hand-bell
hand-bill
hag-seed
hatpeg

Arrange the words in three groups according to:

1. the pronunciation of the suffix: -s, -es.

Hemps, leeches, chaps, hibs, mates, chapes, nixes, helms, teaches, dales, mills, benches, patches, palaces, pieces, stitches, chickens, lids, fists, ditches, matches, pates, sketches, fleeces, pets, latches, hives, hags, kites, vans, cheeses, hamlets, head, hatches.

2. the type of the syllable:

bat, kibe, tax, hade, tack, van, chill, cat, cage, take, tag, life, less, blade, hid, knave, nap, keg, cane, hale, fash, lid, spade, bade, mess, chive, nix, chide, kike, dace, kiss, case, nip, haze.

Put down in traditional writing:

[smait], [smitn], [ed iz], [t ein], [sins], [skeits], [blaind], [sn t], [t einlis], [heit], [h ndl],

[di], [kaib], [fisk], [ki:n], [nait], [lintl], [pinz], [hed], [bild], [held], [hens], [ke ~], [him self],

[haivz], [et], [f nks], [dint], [ti:t], [daiv], [mait], [i:vn], [nekst], [i'levn], [peint], [spil].

For Rapid Reading:

a tactless man
a big kite
a nice child
a deft pal
a high hill
a fine beach
a bad knife

a cheap chicken
a black cat
a blind man
a nice face
a big handle
a nice hat
a nice piece

a nice life
a fine hand
a bad habit
a cheap plate
a fine chapel
a big heap
a deep dale

[]-voiceless.

The tip and the blade of the tongue is at the teeth-ridge.

[in]

[ain]

[ip]

[eld]

The middle part of the tongue is raised in the direction of the hard palate.

[i:]

[eik]

[ʊi:t] [ʊeim]

[dʊ] [kʊ]

[ŋ]

It is a nasal sound. The back

[siŋ] [sʌŋ] [piŋk]

of the tongue is raised to the

[diŋ] [bʌŋ] [liŋk]

soft palate.

[piŋ] [ʌŋ]

[bʌŋk]

sh-[ʃ]

nk-[ŋk] at the end of words

ng-[ŋ]

ng-[ŋ ~] in the middle of nouns and adjectives which are not derived from verbs.

Read the following:

- | | | | |
|---------------|------------|--------------|-----------|
| A) shad-shade | shamble | B) cash | sheepish |
| shall-shale | shackle | mash | Kentish |
| C) sheepskin | shell-back | D) chip-ship | sip-ship |
| sheep-pen | shellhit | cheep-sheep | sin-shin |
| E) flank | link | tin-ting | fan-fang |
| tank | clink | pin-ping | hank-hang |

Add the suffix -ing and read:

tell, sell, send, find, meet, visit, stt, bt, lend, beat, lick, pick, sheet, shift, catch.

Transcribe:

shim, listen, sash, English, shed, sheave, dash, shackle, clanging, shag, England, tinkling, pink,

shield, shipping, cadge, canvas, canting, chief, fan, link, sting, king, fixings, flaccid, dealing, shamble, filling, feeling, sitting, smash, China, chain, pang, speaking, Jack, gave, have, give, cheat.

Put down in traditional writing:

[^hheɪlɪŋ], [flɪŋk], [flɪŋ], [flɪnt], [^hmaɪnɪŋ], [^hflɪ:tiŋ], [^hgeɪnɪŋz], [^hflɪŋksɪd], [dɪˈlaɪt], [^hli:m],
 [ˈeɪz], [ˈeɪk], [ˈelfɪ], [ˈhɪnd], [ˈneɪvɪ], [ˈfɪni], [ˈɪftlɪs].

Read paying attention to the pronunciation of the suffix -ed:

[d]	[t]	[ɪd]
shelled	shaped	sheeted
shelved	fixed	dated
cabined	mixed	heated
canned	gashed	visited
hailed	flashed	hated
gazed	clenched	shifted
cancelled	finished	delighted

Read the following:

-ish [ɪʃ] -ive [ɪv] -able [əbəl] -ment

[mɪnt]

dampish-childish	deceptive	capable	fitment
Spanish-impish	detective	blamable	pavement
Danish-piggish	ceptive	catable	detachment
palish-kittenish	exceptive	damnable	amazement

Rhyme

The shoemaker's shop is shut today,
 Oh, what shall I do with my shoes?
 The shoemaker's shop is shut, I say
 And there are big holes in my shoes.
 The holes in my shoes may stop my play,
 Oh, what shall I do with my shoes?

As I was getting along, along, along
 And singing a comical song, song, song
 The lane that I went
 Was long, long, long
 And the song that I sang
 Was as long, long, long.

And so I went singing a song.

Proverbs

To cut your coat according to your cloth.
To kill the goose that lays the golden eggs.
Charity begins at home.
Heaven helps him who helps himself.
A stitch in time saves nine.
A creaking door hangs long on its hinges.
Shallow streams make most din.

Tongue-twister

1. If you, Andy, have two candies, give one candy to Sandy, Andy.
2. Oh, swing the king and swing the queen,
Oh, swing them round and round the green.

LESSON SEVEN

1. *The sonant [w], [j]*
2. *The letter Y in open and closed syllables*
3. *The intonation of special questions.*
4. *The letter Y at the end and beginning of words.*
5. *The letter g and c before y*
6. *The digraphs: ay, ey, ye.*
7. *The letter combination wh*
8. *The suffixes: -y, -ity, -ly, -fy*

[w]

The lips are pushed forward, then quickly released.

[wit]

[w[~]]

[swi:p]

[wil]

[w[~]ks]

[swet]

The movement is very energetic.

[wait]

[wi:l]

[twi[~]]

[wain]

[wi:k]

[twit]

[west]

[weit]

[kweil]

[j]

The soft palate is raised, the middle of the tongue is held against the hard palate at approximately the same height as in pronouncing the vowel [i]

[jes]

[jet]

[j[~]m]

[jek]

[ji:st]

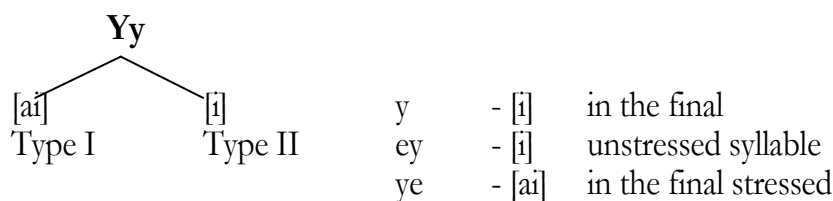
[ji:ld]

The tip of the tongue is lowered.

The air passes without any friction.



Yy [wai]-



ay	- [eɪ]	syllable in stressed position.
g	- [d]	before y
		}
y	- [j]	at the beginning of words
c	- [s]	before y
wh	- [w]	

The rising tone

The rising tone is used in the following communicative types of sentences:

1. In general questions;
2. in requests; in non-categorical statements;
3. in greeting pronounced on parting.

e. g. Is anyone absent to-day?
 [ɪz ɛniwʌn ʌbsɛnt tʊ deɪ]

Come in! [kʌm ɪn]

Good-bye. [ɡʊd baɪ]

Read the following:

- | | | | | |
|----|------------|------------|-------------|--------|
| A) | wine | wace | web | weak |
| | wife | wade | wed | wean |
| | wile | wage | wedge | wee |
| | wise | waif | weft | wilt |
| | wide | wait | wept | winch |
| B) | whisk | whence | when | wheel |
| | whip | whelk | where | wheat |
| | wheedle | whiz | whale | white |
| C) | wist-whist | wit-whit | wig-whin | |
| | wet-whet | wale-whale | witch-which | |
| D) | yak | yam | yap | yean |
| | Yank | yield | yeast | yelp |
| | yes | yell | yelk | ye |
| E) | wet-vet | west-vest | wile-vile | |
| | wail-vale | wain-vain | wane-vane | |
| | why-vie | wax-vex | weal-veal | |
| F) | twain | twill | swag | swedge |
| | tweak | twin | swage | sweet |

	tweed tweedle	twine twinge	swain swale	swell swift
G)	waggle Whipple wimple wiggling	waggish Welsh weekish wagging	wedding whittle winning wheeling	
	-ity [iti]	-y [i]	-ly [li]	-fy [fi]
	timidity ability capability fatality	sandy milky beady slangy	kingly timely icily manly	simplify classify intensify typify

Read paying attention to the pronunciation of the letter y:

- A) by, syne, cyst, city, wavy, my, type, gym, winy, sty, tyke, pyx, ally, mighty, daily, hastily, weekly, pity, fly, ply, style, system, lily, belly, witty, sly, syce, Sylva, Syndic
- B) day, fay, lay, play, clay, say, fay, bay, may, nay, gay.
 Bay-by-bye may-my
 day-die-dye fay-fie
 lay-lie-lye say-sigh
 pay-pie-Pye nay-nigh.

Transcribe:

swede, dwale, Swiss, cyde, sweep, cyst, swell, dyke, swam, twice, sweet, twelve, sway, Swete, twenty, tweedle, Syme, syce, twelvish, swain, gym, Fyne, gyve, flax, pygmy, axe, yes, Yate, yield, Yank, Wady, wage, weald, Wayland, waif, wedge, Wales, weasel, twiddle, wlkin, whiny, wield, wiggly, wench, whizz, whack, whinny.

Rhymes

Whether the weather be fine
 Whether the weather be not
 Whether the weather be cold
 Whether the weather be hot
 We'll weather the weather
 Whatever the weather
 Whether we like it or not

Hiccup, snick up
 Rise up, right up
 Three gropes in a cup
 Are good for the hiccup

Proverbs

1. Winter's thunder is summer's wonder.
2. Don't trouble troubles until trouble troubles you
3. A penny saved is a penny gained.
4. Seeing is believing

Tongue-twister

Why do you cry,
Willy Why do you cry?
Why, Willy?
Why, Willy?
Why, Willy?
Why?
Whenever we meet
There's a tear in your eye
Why, Willy?
Why, Willy?
Why, Willy?
Why?

LESSON EIGHT

1. *The vowel sounds [u:], [ʌ]*

2. *The rising tone*

3. *The letter combinations: ew, ue qu*

4. *The consonant sounds. [θ] [ð]*

5. *The letter combination th*

6. *The intonation of general questions*

7. *The intonation of enumeration:*

No. 10.

[ʌ] back, short, tense.

The tongue is retracted, the back of the tongue is raised in the direction of the soft palate. The lips are spread.

[d ʌ s]

[b ʌ t]

[t ʌ n]

[l ʌ k]

[k ʌ t]

[n ʌ n]

[k ʌ p]

[s ʌ n]

[l ʌ k]

[s ʌ s]

[f ʌ s]

[t ʌ ts]



No. 9 [u:] - close, back, long.

[lu:t]

[kju:]

The back of the tongue is raised high. The lips are rounded but not protruded.

[bu:t]

[fju:]

[su:t]

[sju:]

[du:]

[dju:]

[nu:n]

[nju:]

[du:n]

[nju:]

Uu [ju:]-
 Ww [d b l ju:]
 ^

Qq [kju:]

Uu
 / \
 [ju:] [ʌ]
 Type I Type II

u

after the letters
 j and l [u:]
 qu - kw
 in an unstressed position [ʊ]

ew
 / \
 ue [ju:]

Exercise!

- | | | | | | | |
|-----|--------------|-----------------|-------|-------|---------|--------|
| (A) | tuck - duck | tud - tude | | | | |
| | tug - dug | stun - stupe | | | | |
| | tun - dun | duck - duke | | | | |
| | tuft - stuft | cub - cube | | | | |
| B) | ugly | cuddy | | | | |
| | Tubby | cutty | | | | |
| | Tuffy | dummy | | | | |
| | Tummy | dusty | | | | |
| | Stuffy | dusky | | | | |
| (C) | tumble | funnel | | | | |
| | tunnel | huddle | | | | |
| | tussle | humble | | | | |
| | stubble | knuckle | | | | |
| | stumble | muddle | | | | |
| (D) | June | (E) pull - Puck | study | guggy | suckle | muffle |
| | jute | dud - duge | bulky | gusry | sudden | mumble |
| | Jule | hug - huge | bumpy | hussy | bubble | mussel |
| | Lucid | mull - mule | butty | funny | buckle | muzzle |
| | Lucan | muss - muse | pulpy | lusty | buffet | puddle |
| | Flute | nut - nude | buggy | lummy | cubble | pummel |
| | Blue | pun - punic | lucky | putty | dwindle | puzzle |

Read the following

- | | | | | |
|----|------------|-----|--------|--------|
| A) | pulpy-tuny | (B) | quail | quin |
| | pathy-wavy | | quake | quit |
| | funny-duty | | quaint | quip |
| | pygmy-tiny | | quest | quiz |
| | sticky-ivy | | quench | quence |

C)	new	cue	(D)	u	
	dew	due		subway	subdue
	few	blue		subject	subsist
	hew	hue		subsidy	submit
	pew	sue		substance	subside

Transcribe the following:

tup, student, Swiss, bud, tony, stuck, tut, butt, bulb, cyst, dull, duty, dyke, fust, gum, quity, fyke, dunce, gyve, hutch, flux, flush, muffin, luntch, music, nudge, pulpy, pyx, flax, pygmy, yes, axes, flute, Judd, Jude.

Put down in traditional writing:

[st k][h lk][st f] [tju:n] [dju:k] [d mi] [d d] [hju:m] [kit] [t mi] [twikst]

[st bi] [s t] [s ni] [b di] [k lt] [staili] [stju:p] [stit U] [st mbl] [b ~l] [m t U]

[dju:s] [b n][t :sk] [b mpi] [dai] [p nt U] [flai] [~li] [p fi] [stju:pid] [st d] [steik]

[s dz]

Arrange the words in three groups according to the pronunciation of the suffix:-s; -es.

Pews, musks, gyves, duties, flushes, bubbles, buses, ducks, gyms, dukes, sexes, quiches, flies, lungs, dunces, juts, bugs, judges, cities, pies, plays, styles, sighs, cycles, gypsies, tubes, wages, queens, types.

Spell and read:

weave, `Weems, waggle, Welland, Wedge, winkle, yell, wiggle, weep, wizen, swept, willing swish, quench, simplify, stay, why, vie, icily, clay, flight, eye, hind, tiny, shyness, tidy, typist, dye, edges, kindle, giggle, knight, English, active, shaky, sky, ink, clinging, lashes, gin, which, whence, easily, least, fetch, quinsy, beaded, beagle, cay, kitchen, junta, pigsty, picnic, pinch, gybe, exam, blimey.

Write the words in two groups according to the type of the syllable:

sunk, cut, huge, dude, bump, sully, gale, punt, pule, mud, my, lye, hut, hull, lug, nude, jut, tusk, twice, stump, style, stub, stupid, type, duke, syne, cum, give, quip, quite, quit, fund, gut, glut, puppy, puny, puma, why, sudd, duty, muddy, but, mump, muse, musk, mute, Pyke, null, pusl, puce, puck, pulse.

Read the sentences: make up tonograms of the underlined sentences:

I am playing. He is skating. She is cleaning. It is standing. I am fixing. He is waiting. I am lying. He is finishing. He is eating. She is finishing. She is leaving. He will fetch it. We shall meet him. She will leave me.

When must we finish? When must I send it ? When must she fix it?

When must we visit him? When must he take it? When must she meet him?
 When must we leave? When must I speak? Why must I mend it?
 When shall I meet her? When will she finish it? Why must he tell me?

Read paying attention to the intonation: (make up tonograms)

Students must study |much.

Students must study |much.

Students must study |much.

Students must study |much.

The tip of the tongue is between the teeth.

[θi:m] [ti:θ] [piθ]
 [ðem] [deθ] [ð_t]

[θ]-voiceless [ðis] [ðen] [ið:z]

[ð]-voiced [θi:f] [ðei] [ði:]

th [ð]

mostly in pronouns, conjunctions, adverbs.

Exercise!

	th		th	
this	thick	with	smith	
that	thin	lathe	faitht	
hese	thank	bathe	fifht	
hence	think	lithe	length	
than	theme	scythe	filth	

The intonation of general questions

General questions are most commonly used with rising tone

Do you speak English? [du ju spi:k iŋ ~ li]

The intonation of enumeration

Enumeration in simple sentences is represented by a number of homogeneous parts. Each of them is pronounced as a separate intonation group. Frequently each following intona-

tion group is pronounced a bit lower than the preceding one and at the end such sentences are pronounced with falling tone.

e. g. I like grapes, apples, peaches and pears.
 [ai laik ˈreɪps ˌæplz ˌpi:t ɪz ˈnd pɛəz]

Exercise!

- | | | | | | |
|----|--------------|-----------------|-----|---------------|---------|
| A) | this-these | thief-theft | (B) | seethe- faith | depths |
| | that- these | thin-thick | | bathe-teeth | filths |
| | they-them | thud-thump | | lathe-kith | lengths |
| | than-then | thug-thwack | | with-pith | fifth |
| | thee-they | thane-thwite | | within | miths |
| C) | den-then-vet | day-they-val | | | |
| | these-veal | dine-thine-vine | | | |
| | bathe-bays | dense-thence | | | |

REMEMBER!

Death	health
Stealth	wealth
heavy	sweat

Transcribe:

athlete, thievish, pithless, thatch, thicket, thine, pithy, within, wealth, with, thwaite, thick, these, thus, thwack, thee, thy, killwick, human, suckling, hunch, byway, mulch, public, mystic, bye, puny, subway, puzzle, millify.

Put down in traditional writing:

[helθ] [piθ] [eiθ] [tai] [wið] [it self] [sens] [θi:m] [θimbl] [θi:vz] [beið] [lai] [twelfθ] [baind] [ti:θ]

[kwent] [mis]

Read the following paying attention to the pronunciation of the definite article:

- (A) the table, the neck, the bay, the cat, the text, the cage, the wage, the shed, the shelf, the child, the well, the sty, the twins, the vale, the wig, the wind, the man.
- (B) the apple, the inn, the imp, the elm, the elf, the aim, the ass, the endthe ant, the egg, the ait, the ebb, the ape, the eel, the ell, the elk, the aid, the eft, the elfin, the axe.

For Rapid Reading.

- | | | | |
|-----|----------------|-----------------|-----------------|
| (A) | the weak lad | the sick man | the left leg |
| | the witty chap | the thick stick | the wavy line |
| | the left hand | the silky hat | the black cat |
| | the black bag | the next day | the white way |
| | the next step | the next shelf | the pink cheek |
| B) | in the table | at the table | eat the apple |
| | in the palace | at the palace | fight the enemy |
| | in this bucket | at this bucket | light the match |
| | in this pit | at this pit | in the evening |

Read paying attention to the pronunciation of the articles:

This is a lake.	This is a black bag.	That is a cage.	Is this a lake?
Is this a black bag?	Is that a cage?	Yes, this is a lake.	Yes, this is a black bag.
This is a sixth text.	This is the fifth theme.		
Is this the sixth text?	Is these the sixth theme?		
Yes, this is the sixth text.	Yes, this is the fifth theme.		

Mark the intonation and read:

- A) Can I help Max? Can he visit us? Can we have it? Can she skate?
May I take it? May he keep it? May we visit him? May she clean it?
Must I finish it? Must she send it? Must we help him? Must she clean it?
- B) Can he play chess? Yes, he can.
Must we send it? Yes, we must.
Will she find it? Yes, she will.
Is he a kind man? Yes, he is.
Shall we find him? Yes, we shall.


Rhyme

This fish has a thin fin
That fish has a thin fin too
If this fish has a thin fin
That fish has a thicker.

Proverbs

1. There is no smoke without fire.
 2. Thread and thrum.
 3. That's neither here nor there.
 4. Those who in glass houses should not throw stones.
-
1. As snug as a bug in a rug.
 2. The proof of the pudding is in the eating.

LESSON NINE

1. *The vowel sound [ou][u][*

2. *The primary and secondary stress.*



3. *The diagraphs: ou, ow, oa, oo.*


4. *The combinations: o+ll; o+ld; o+st;*

5. *The suffixes: -tion, -ous.*

6. *The preposition on; the particle to.*






Oo [ou] No 14. [ou]-a back diphthong [lou] [nout] [soup]
The bulk of the tongue is held in the position of the back-advanced vowels. The back of the tongue is raised in the direction of the soft palate.

[sou]	[noun]	[soul]
[nou]	[mout]	[boun]
[bou]	[moul]	[boul]
[n  t]	[d  k]	

[] **No 6.** back, short, open

[tp]

The back of the tongue is raised a little. The lips are slightly rounded. The opening between the jaws is wide.

[l  t]	[l  k]	[U  t]
[d  g]	[h  g]	

[stk]

The body of the tongue is retracted.

Uu [ju:] [u] No 8.

[u] - back, short.

The bulk of the tongue is in the back part of the mouth cavity. The back of the tongue is raised in the direction of the soft palate. The lips are slightly rounded, but not protruded.



[buk]	[stud]	[pul]
[nuk]	[put]	[ful]
[tuk]	[luk]	[hud]

The primary and secondary stress

Many polysyllabic English words have two stresses; primary and secondary. All English words of more than three syllables with the primary stress on the third or fourth syllables from the beginning have a secondary stress.

e. g. Conversation [kənˈvɜːʃən].

Words of three or more syllables in which the primary stress falls on the first or second syllable are pronounced without a secondary stress.

e. g. necessary [ˈnesɪəri].

In words in which the primary stress falls on the third syllable from the beginning, the secondary stress usually falls on the first syllable,

e. g. education [ˌedjuːkeɪʃən].

All English words with the primary stress on the fourth or fifth syllable from the beginning, formed with suffixes which attract the primary stress onto the syllable immediately preceding the suffix, have a secondary stress on the syllable on which the primary stress falls in the original words.

e. g. Investigate [ˌɪnˈvestiːt]-investigation [ˌɪnˈvestiːʃən].

Exercise!

A) chock-choke
blook-bloke
cock-coke
con-cone
cot-coat

B) go home goat
so sole coal
no note boat
toe tone coat
hoe hope hoax
mo mote moat

C) bobbin conceal bottom
bonnet concede blossom
bottle conceit Epton
cobble consist Epsom.

REMEMBER!

cousin	touch
couple	young
flood	blood
does	
own	
soul	
know	
tow	
snow	
mow	

Transcribe:

dozen, young, glove, content, sponge, some, damage, confine, come, huge, cold, gloat, toll, cook, money, love, puzzle, snow, done, show, boast, bowl, gone, have, give, say, does, flood, looby, lope, photo, phlox, kyle, Josh, Jove, ike, hew, jolt, idle, Joe, home, Holst, kindle, quibble, quote, quod.

Read paying attention to the pronunciation of the suffixes: -tion; -ous. -

-tion		-ous	
connection	manifestation	studious	antonymous
limitation	investigation	pompous	vicious
education	exception	specious	malicious
invention	motion	melodious	scandalious
delegation	station	famous	suspicious

Read paying attention to the vowel sound:

Leak-lick-like-lake-lack-lock-luck-look-loop
meal-mil-mile-male-mess-mass-moss-must-most-moose
feet-fit-fight-fate-fat-fuss-Foss-full-fool
teen-tin-ten-tan-tie-ton-tone-tongues-took-tool
scene-sin-send-sand-sane-syne-son-song-sole-soot-soon
peel-pill-pale-pile-pal-pulse-pole-pool

Read the following words paying attention to the pronunciation of the suffix-(e)s

touches, teaches, boasts, quests, cooks, damages, shows, gives, knows, posts, hopes, folds, shuts, pushes, blokes, hugs, goes, hoaxes, cudgels, comes, loves, wins.

Put down in traditional writing:

[blait] [fju:] [sou] [flou] [mou] [k[^]n'vei] [buks] [found] [skeit] [feitl] [wai] [tju:n] [pju:pl]

[stju:d[^]nt] [saiks] [kwout] [steid] [k[^]pl] [tu:t] [stud] [fu:l] [k[^]n'fekt] [wei]

Read paying attention to the pronunciation of the particle «to»

to take, to get, to spell, to fix, to spend, to meet, to tend, to know, to lick, to play, to go, to buy, to choose, to pull, to shake, to cut, to hang, to keep, to act, to end, to open, to close, to idle, to ass, to impose, to add, to end.

Read paying attention to the pronunciation of the preposition «on»

the book is on the table, the fish is on the flat, the box is on the shelf, the bell is on the sill. The bag is on the bed, the meat is on the table, the apple is on the plate.

Read paying attention to linking r:

my brother and I	a fitter and a plant
my sister and brother	a sailor and the sea
my mother and father	a writer and a reader
my father and I	a runner and a jumper

better and cheaper
rather a pity

never again
Peter and Ann

Rhyme

I would if I could
If I couldn't how could I?
I couldn't without I could, could I?
Could you, without you could, could ye?
Could ye? Could ye?
Could you, without you, could, could ye?

Proverbs

1. A good name is sooner lost than won.
2. A man proposes, God disposes.
3. As you sow, you shall mow.

**Learn by heart and sing a song «Down in the Valley».*

Tongue-twisters

1. Strawberries, raspberries and red-currents with real cream are really very refreshing
2. Robert Rowley rolled a round roll round. A round roll Robert Rowley rolled round.
Where rolled the round roll Robert Rowley rolled round?

LESSON TEN

1. *The vowel sound [a:]*
2. *The consonant sound [r]*
3. *Linking «r»*
4. *The diagraph au*
5. *Prepositions at the end of the sentences*
6. *The suffixes -ery,-ary.*

[r] [r r r r r r]
 [r]-The tip of the tongue is raised in the direction of the upper teeth-ridge.



[rum]

[r b]

[rouz]

[ru:f]

[r m]

[rel]

[ru:l]

[r g]

[r b]

[ru:d]

[rest]

[r d]

[a:] No. 5

[a:] back, open, long.

The tongue is retracted; the back of the tongue is slightly raised in the direction of the soft palate.

The lower jaw is lowered.

The lips are neutral.

[a:nt]

[ha:t]

[fa:st]

[a:sk]

[la:f]

[t a:ns]

[a:t]

[pa:st]

[ha:f]

[a:m]

[ka:m]

[ta:sk]

[a:]	ar	ast
	au	ath
	ass	ance
	aft	alf

ask alm

The letter u after the letter r in the open syllable renders the sound [u:]
e. g. rule [ru:l]

The letter combination gh at the end of the words renders the sound [f]
e. g. high[hai]

wa [w[⊗]:] want[w[⊗]:nt]

qua [kw[⊗]] quality[kw[⊗] liti]

wr [r] write [rait]

Prepositions at the end of the sentences

Prepositions at the end of the sentences are used in their strong forms, even when they are unstressed. Prepositions have their strong form when they are final.

e. g. Do you know where I come from?

[du: ju nou wε[^] ai k[^] m fr[⊗] m]

When they are followed by an unstressed personal pronoun at the end of a sense-group or a sentence.

E. g. She was not listening to him.

[Ń^U w[^] z not |lisniŋ t[^] him]

Exercise!

rack-red	reach-rib-river	belly-berry	
rabbit-rent	real-rig-rice	collect-correct	
rag-reply	reck-rick-right	alive-arrive	
ram-rest	reel-rich-ring	long-wrong	
rat-report	reef-riddle-rim	list-wrist	
rain	rather	reach	read
real	red	rest	right
road	rock	rip	raw
agree	arrange	borrow	bread
bring	direct	drink	every

Transcribe.

Archy, aright, ask, content, basket, charm, damage, harvest, march, garden, breath, thread, broom, money, gone, does.

what-quad	whistle	tough
want-quality	bristle	rough
wrack-rack	listen	enough
wrest-rest	nestle	high

write-right
wring-ring

castle
fasten

cough
laugh

Pay attention to - er in an unstressed position.

Pottery, snobbery, grocery, rockery, bravery, slippery, fishery, piggery, drapery, gunnery.

Read and compare.

Tune-rude
mute-rule
cube-blue
dune-jute
cute-gune




look-luke
pool-pull
fool-full
book-boot
took-tooth


foot-food
cook-cool
hook-who
nook-noon
shook-moon

Spell and Read.

Cottage, construct, college, cloth, twice, rhyme, jargon, friend, laugh, thief, traffic, critic, agree, relax, drapery.

Read paying attention to the pronunciation of prepositions.

- a)
1. Put the book on the table. [ɒ n] 
 2. Take the book from the shelf. [fr m] 
 3. He is going to the window. [t ^]
 4. Ann is standing at the window. [^ t]
 5. The windows of the room are large. [^ v]
- b)
1. What are you looking at. [ɹ t]
 2. Whom are you looking of. [^ v]
 3. What place are you going to? [tu]
 4. What place are you coming from? [fr m] 

5. I have nothing to write on. [ n]

c) Make up tonograms to these sentences.

Read paying attention to the linking «r»

My brother and I.

A writer and a book.

His sister and Ben.

A winter and a spring

Her father and Tom.

A teacher and a student.

Your mother and Ann.

A driver and a car.

A doctor and a patient.

A sailor and a sea.

Read the following words paying special attention to silent «r».

Final position

car, fur, near, poor, later, prefer.

Before consonant.

Harm, bird, turn, fierce, short, pearl.

Before silent «e».

there, shor, care, pure, fire, here.

N. B.: iron, ironmonger, ironing.

Rhyme

A right-handed fellow named Wright

In writing «write» always wrote «right»

Where he meant to write right

If he'd written «write» right,

Wright would not have wrought rot writing «rite».

Proverbs

1. Make hay, while the sun shines.

2. There is neither rhyme nor reason in it.

3. Who won't be ruled by the rudder must be ruled by the rock.

4. Truth is stranger than fiction.
5. Rats desert a sinking ship.

Tongue-twister

The rate collector correctly collected the late rates at a great rate.

LESSON ELEVEN

1. The vowel sounds [ɔ:] [aʊ]

2. The diagraphs: ou, ow, au, aw.

3. The intonation of alternative questions

4. The letter combinations: er, oar, ore, ore, oor, our, war, all, alk, alt, ough, augh-in a stressed position.

5. The intonation of exclamations

[ɔ:] No 7.



[ɔ:] - back, long, open.

[tɔ:k]

[nɔ:t]

The back of the tongue is raised in the direction of the soft palate. The tongue is retracted.

[hɔ:l]

[bɔ:k]

[kɔ:t]

[tɔ:l]

[hɔ:l]

[hɔ:d]

[fɔ:l]

[hɔ:t]

[lɔ:d]

[sɔ:l]

[aʊ] No 16

[aʊ] - front diphthong.

[aʊ] [baʊnd] [raʊ]

The bulk of the tongue is in the front part of the mouth. The middle of the tongue is lowered. The lips are spread.

[aʊns] [laʊd] [faʊl]
 [kaʊ] [daʊt] [flaʊns]
 [naʊ] [baʊns] [maʊld]

[bau] [kraud] [naun]

er- all-[⊗:]

ere alk-[⊗:k]

eor alt-[⊗:lt]

our war-[w⊗:]

oar ou
au [au]
aw ow
ough our-unstressed [∩]

ough

The intonation of Alternative questions and exclamations

An alternative questions indicating choice between two homogeneous parts is usually represented by two intonation groups. The most usual way of pronouncing the alternative questions is use the rise in the first intonation group and the fall in the second one.

e. g. Is the mirror round or square?

[iz ɒ̂ mir̂ raund ⊗ skwɛ̂]

Exclamations are very common with the fall.

e. g. wonderful [ŵ nd̂ ful]

Exercise!

- A) short bore door four
port gore floor your
lord tore car pour
North more roar court
horse fore coarse course
ford pore hoarse
form sore
- B) aul all halt ought

hauble	ball	salt	thought
laurel	call	balk	fought
gaud	fall	calk	sought
faun	gall	stalk	brought
gaunt	hall	chalk	colour

Make up tonograms:

Do you live in Samarkand or in Tashkent?
 Does he know English or French?
 Did she study in the fourth course or in the second?
 Can he write in pencil or in ink?
 Shall we go to the cinema or to the skating-rink?
 Is she a student or a teacher?
 Are they at home or at the institute?
 Are you a student or a pupil?
 Do they study at school or at the Medical Institute?
 Is he reading at a newspaper or a magazine?
 Will he visit you or us?

Read paying attention to the intonation:

Run straight to the right street.
 They ran a great risk of being frozen.
 It regularly rains in this region in spring.
 Robin tried to try up the rabbits grey skin.
 Robert promised to bring the report.
 Ruth refused to write to the relatives.

Read and learn:

- | | |
|--|--|
| <p>A) Please porridge hot,
 Please porridge cold,
 Please porridge in the pot,
 Nine days old,
 Some like it hot,
 Some like it cold,
 Some like it in the pot
 Nine days old.</p> | <p>B) The Queen of Hearts
 She made some tarts
 All on a summer's day
 The knave of Hearts
 He stole the tarts
 And took them clean away</p> |
| <p>C) One, two, buckle my shoe
 Three, four, shut the door;
 Five, six, pick up sticks;
 Seven, eight, lay them straight
 Nine, ten, a good, fat hen.</p> | <p>D) Swan, swam over the sea
 Swim, swan, swim;
 Swan swam back again
 Well swum, swan.</p> |

Transcribe and intone:

1. What a lovely child.
2. How pleasant it sounds.
3. What an interesting film.
4. What a terrible night.
5. How clumsy you are.

6. What a splendid view.
7. What a marvellous statues.
8. How peaceful it is in the country.
9. What a bright colour.
10. How peaceful it is in the country.

Rhyme

Mr. Brown, Mr. Brown
Are you going down town?
Could you stop and take me down?
Thank you kindly, Mr brown.

Proverbs

1. Burn not your house to rid it of your mouse.
2. Honour and profit lie not in one sack.
3. To draw water in sieve.
4. Great boast, small roast.
5. Little strokes fell great oaks.

Tongue-twisters

1. Moses supposes his toeses* are roses,
But Moses supposes erroneously,
For nobody's toeses are posies of roses.
As Moses supposes his toeses to be.
2. Soames never boasts of what he knows but Rose never knows of what she boasts.

** toes: toeses-used here to form a rhyme.*

LESSON TWELVE

1. *The vowel sound [ɛ:]*

2. *The letter combinations: ir, er, yr, ur, ear, sion, sure, zure, wor.*

3. *The consonant sound [ɟ]*

4. *The intonation of disjunctive questions*

5. *The suffix: -ture*

6. *The prefixes: per-, over-*

7. *The 3^d type of the syllable*

[ɛ:] No. 11

[ɛ:] - half-open, central, long.

[fɛ:l] [fɛ:] [hɛ:d]



The tongue is not raised high the tip of the tongue is at the lower teeth; the lips are widely spread.

[kɛ:l] [nɛ:v] [kɛ:s]

[pɛ:t] [bɛ:d] [lɛ:n]

[gɛ:l] [sɛ:d] [lɛ:d]

[ɟ]

The tip and the blade of the tongue is at the teeth-ridge. The front of the tongue is raised in the direction of the hard palate.

	[ple [^]]	[di vi n]
	[me [^]]	[vi n]
	[si: [^]]	[le [^]]
Ir		sion [n]
er		sure [[^]]
ur	[[^] :]	zure [[^]]
yr		ture [t _U [^]]
ear		
wor		

The intonation of Disjunctive Questions

Disjunctive questions being simple sentences consist of at least two sense-groups represented by statements (affirmative or negative.) and a tag questions (negative or affirmative), corresponding to two intonation groups. The most common pattern for a disjunctive question in the Fall in the first intonation group (a statement) followed by the Rise in the tag questions.

e.g. He is clever, isn't he?

[hi iz |klev [^] iznt hi ↘]

It's not heavy, is it?

[its not |hevi ↘ iz it ↘]

Exercise!

A) shirt stern curse myrtle

	fir	nerve	purge	syrtle
	third	germ	turf	
	girl	pert	curt	
	dirt	perch	curve	
	bird	serf	furl	
B)	car	lard	bard	mark
	dart	lark	farm	tart
C)	port	sort	lord	corn
	pork	ford	cork	fork
	horn	cord	North	forc
D)	pearl	earth	heard	earl
	learn	earn	early	earnest
	earthy			
E)	occasion	azure-edge	word	worst
	decision	measure-Madge	worse	worst
	vision	pleasure-pledge	worm	work
	division	leisure-ledge	worth	world
	session	nature	warm-worm	
	mission	picture	wart-worth	
	cession	lecture	ward-word	
	profession	mixture	warble-world	
	pressure	tinkture	walk-work	

REMEMBER!

Heart [ha: t]

weather [weð^h]

Read the following:

mirth-mirror	cur-curry	fern-ferret	mar-marry
pork-porridge	scurry	error	carry
lorry	hurry	errand	parrot
horrid	furry	cherry	carrot
bead-bird-board	sheet-shirt-short	heat-hurt	
been-burn-born	pea-purr-paw	heed-heard	
see-sir-saw	bee-burr-bore	peel-pearl	
fee-fir-for	peel-pearl-pall	peace-purse	
girl-gall-goal	birth-bought-boat	curt-caught-coat	

Transcribe.

Ground, birth, border, burst, burn, cloud, coo, cur, crux, crude, curdle, turtle, deuce, dozen, lurk, change, leisure, pause, pearl ,person ,purge, ruth, south, flux, azure, turf, furl, worker, worthy, vestige, victor, utter, nunnery, June, palm, swarm, false, water, group, crew, duty, rude, honey, blood, knoll, saw, blind, worth.

Spell and read:

conserve, curve, dirty, kerb, pork, purpose, scoot, screw, swart, squirm, war, throat, surly, dearth, weight, heigh, stodgy, purchase, mythic, knight, feature, whole, half, soften, goose, axes, version, gypsy, mirth, tube, tight, scenery, position, fusion, fourth, breaths, method, humming, member, twitter, wanton, season, village.

Read the following paying attention to the prefixes:

overland	overmuch	overflag	perverse
overrule	overpass	overcome	pervade
overloud	overprint	overgrow	pervert
overlord	override	overdress	peruse

Read and learn the rhymes:

- A) 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.
- B) The south wind brings wet weather
The north wind wet and cold together
The west wind always brings us rain
The east wind blows it back again
- C) For want of a nail, the shoe was lost
For want of a shoe, the horse was lost
For want of a horse, the rider was lost
For want of a rider, the battle was lost
For want of a battle, the kingdom was lost,
And all for the want of a horse-shoe nail.

Intone the following sentences:

- A) They study at the University, don't they?
You are a student, aren't you?
They have those books, haven't they?
We shall go to the cinema, shan't we?
She will come to see you, won't she?
You can find him, can't you?
We had two exams in winter, hadn't we
It is raining, isn't it?
- B) They don't study at the University, do they?
He isn't a student, is he?
We shan't go to the cinema, shall we?
She won't come to see us, will she?
You can't find him, can you?
It is not raining, is it?

Dialogue:

- Hello, Jack! How are you?
– Hello, Nick! Very well, thank you. And you?
– Not bad, thanks. I know that you are a student of the Institute of Foreign Languages.

Is that so?

– Yes, it is. I'm awfully fond of English.

– Your group is large, isn't it?

– Oh, no, we are only ten in the group. The lessons are interesting. I am so glad that I study the English language.

– Can you speak it already?

– Quite a little.

Rhyme

There was an old person of Burton.

Whose answers were very uncertain?

When they said, «How d'you do?»

He replied, «Who are you?»

This distressing old person of Burton.

I measure from top of my head to my toes .

I measure my arms starting here by the nose.

I measure my legs and I measure me all.

I measure to see if I am growing tall.

LESSON THIRTEEN

1. The diphthong [ɪ̂]; [ɔ̂]; [ɛ̂]; [û]

2. The intonation of a parenthesis

3. The letter combinations: eer, ear, ere, air, are, our, oor, ure, oi, oy.

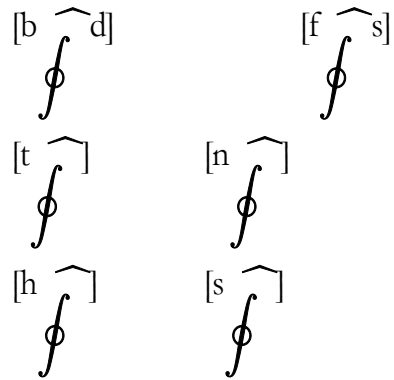
4. The 4th type of the syllable

[ɪ̂] No. 18

The bulk of the tongue is in the front part of the mouth cavity.

The middle of the tongue is raised.

In pronouncing the glide the tongue moves back



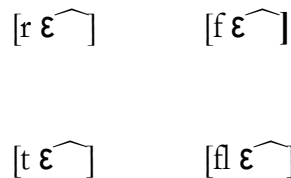
[ɛ̂] No. 19

front diphthong.

The bulk of the tongue is in the front part of the mouth .

The middle part of the tongue is mid-way, between the positions for [e] and [ɪ]

The lips are spread.



[b ε̂]

[m ε̂]

[⊗] No. 17

Back diphthong.

The bulk of the tongue is in the back part of the mouth. In pronouncing the glide the tongue moves forward and upward, i. e. in the direction of the position for [i].

[t ⊗]

[b ⊗]

[kl ⊗]

[b ⊗]

[û] No. 21

back diphthong.

The bulk of the tongue is in the back part of the mouth cavity.

The back of the tongue is raised high.

[mû]

[û]

[tû]

[pû]

Eer
ear ———— [⊗]

cor
cur — [û]

ere
are
air ———— [ε̂]

ure
ewer
ure — [jû]

ear

oi oy - [⊗ i]

The intonation of a parenthesis

Parenthesis consisting of a word, word combination or a clause show the speaker's attitude towards the idea expressed in the sentences, connect the sentence with another one or summarize what is said in the sentence.

E. g. He is a nice chap, I think

[hi iz ˈ nais tʊp ai θɪŋk]

At the beginning of a sentence parentheses are frequently arranged by the Rising tone into a separate intonation group.

e. g. Well, what's the matter?

[wel wʌts ðə mætə]

In the middle or at the end of the sentence parenthetical words and phrases are generally pronounced as the unstressed tail of the preceding intonation group.

E. g. You know of course, he's my son.

[ju nou v kɔ:s hɪz maɪ sʌn]

Read the following:

- | | | | | | | | |
|----|-------------------------|------------|------------------|----|-------|-------|-------|
| A) | here | hear | cheer | B) | fare | fair | wear |
| | cere | sear | seer | | spare | stair | swear |
| | sere | Mears | leer | | hare | hair | tear |
| | mere | dear | deer | | dare | chair | pear |
| | severe | gear | peer | | care | air | bear |
| C) | fear-fare | | REMEMBER! | | | | |
| | Ear-air | | there | | | | |
| | peer-pair | | their | | | | |
| | meer-mare | | are | | | | |
| | here-hare | | were | | | | |
| D) | fit-fear | met-mare | scene-sin-seer | | | | |
| | pin-peer | pet-pair | teen-tin-tear | | | | |
| | rid-rear | ate-air | feet-fit-fear | | | | |
| | ship-sheer | hem-hair | bead-bid-beard | | | | |
| | miss-mere | dend-dare | sheep-ship-sheer | | | | |
| | hiss-here | stem-stare | heap-hip-hear | | | | |
| | dim-deer | let-lair | eat-it-ear | | | | |
| E) | pen-pain-pine-pan | | | | | | |
| | bed-bade-bide-bare-bad | | | | | | |
| | men-mane-mine-mare-man | | | | | | |
| | fen-fane-fine-fare-fan | | | | | | |
| | set-sate-site-share-sat | | | | | | |
| | wet-wait-white-weaf-wax | | | | | | |

Transcribe:

enough, work, there, their, ear, wear, stay, cure, soil, pleasure, earl, glare, curse, scarce, scoot, rear, moor, rule, sir, rye, lynx, nimph, kerchief, pore, cine, July, miner, far, fare, fair, for, four, fear, fur, fir, lure, cedar, system, college, luggage, very, chance, shaft, often, want, floor, flood, loft, chalk, ward, thaw, applause, sought, water, June, duty, flew, grew, one, nun, none, just, germ, myrtle.

Put down in traditional writing:

[mu:n] [si:ˆ] [stɛˆ] [nju:] [oun] [bizi] [fju:m] [dju:] [moist] [hu:m] [mist]

[djuˆ :riŋ][piˆ ri] [wind] [kru:sou] [wˆ:k] [sez] [bred] [neit] [soup] [su:p] [wˆ:st]

Spell and read:

bright, whose, when, who, how, why, whom, two, one, third, eighth, your, anthropology, wealth, anthropology, enthrall, health, platform, plastic, where, philology, mathematics, chemistry, cricket, present, tragedy, question, twaddle, swagger, problem, occasion, tradition, subject, object, predicate, adverb, criminal, traitor.

Read and learn the names of the months:

December	March	June	September
January	April	July	October
February	May	August	November

Read the sentences and make up tonograms of the underlined sentences:

He said, «You are right». «You are right», he said.

I said, «I don't think so». «I don't think so», I said.

She said, «Thank you very much». «Thank you very much», she said.

I asked, «Give me this book». «Give me this book», I asked.

He asked, «Where are you going?». «Where are you going?» he asked.

She asked, «What is he doing here?». «What is he doing here?» she asked.

«Are you going my way? «he asked. «Are you sure?» she asked.

Read and learn the dialogue:

Alison: Hallo, Cliff.

Cliff: Hallo, there!

Alison: Daddy-this is Cliff.

Father: How do you do, Cliff.

Cliff: How do you do, sir.

Read and learn the rhymes:

A) For every evil under the sun
There is a remedy or there is none.
If there be one try to find it;
If there is none, never mind it.

B) What he was his story
What I said was my story
Yet my story is history
And his story a mystery.

C) Thomas thinks of a terrible things,
And to the troubled teacher brings
Things that sing and things that sting;
Things which swing and things which cling,
Things that ping and ring and fling:
And of all these things nothing.

Read the text and speak about yourself.

My full name is Jackie Rose. I'm seventeen. I am a first-year student of a French and Russian Department at Aberdeen University. I live in a university flat with five other girls. On weekends I usually go home. My parents live on a farm in the north of Scotland. My parents aren't old. My mother is 48. My father is 51. He is three years older than my mother. I have two sisters. My sisters' names are: Margaret and Jocelyn. I have a brother. My brother's name is William. William is the youngest in the family. He is only sixteen. He is tall and strong. He wants to be a farmer. We are a happy family.

Proverbs:

1. The voice of one man is the voice of no one.
2. He gives twice who gives in a trice.
3. When children stay still, they have done ill.
4. Never say die until you are dead.

LESSON FOURTEEN

1. *The triphthongs* [au̇] [ei̇] [oi̇] [ou̇][ai̇]

2. *Emphatic intonation*

3. *Rules of reading: Eyer, ayer, ower, ire, iar, our, oyer, dia*

The triphthongs

A triphthong is a combination of three vowel elements pronounced so as to form a single syllable. There are five triphthongs in the English language. They are: [au̇] [ei̇]

[oi̇] [ou̇] [ai̇].

Emphatic Intonation

By emphatic intonation we mean a type of intonation, which is emotional and serves:

To intensify, i. e. to make more prominent the meaning of the whole sentence.

To intensify, i. e. to make more prominent the meaning of one separate word in a sentence.

e. g. I can't believe it.

[ai̇ ka:nt bi li:v it]

Ay+er

-[ei̇]

our

-[au̇]

ey+er

ower

ire

-[ai̇]

iar

dia -[dai] oy+er -[oi[^]]

Read the following:

fie-fire	how-hour	low-lowe	gay-gayer
die-dire	cow-coward	now-mower	lay-layer
my-mire	sow-sour	blow-blower	play-player
buy-buyer	pout-power	yellow-yellower	stay-stayer
sigh-sire	bow-bower	slow-slower	gray-grayer
why-wire	owl-our	widow-widower	
lie-liar	flout-flour	mellow-mellower	

Transcribe.

Their, here, layer, biting, errand, thence, horrid, huge, cedar, thief, lymph, nightly, cherry, arrow, raft, palm, bath, porridge, wallow, chore, boring, false, haunt, your, water, course, thaw, could, June, future, daughter, true, nude, duty, view, grew, grow, youth, group, bluff, blood, birth, purge, were, alter, altered, present, past, great, paper, photo, toast, eye, guy, broil, dairy, deary, there, newer, greyer, lower, wiry.

Spell and read :

parrot, clause, quarter, quantity, afford, imploring, straw, horse, brought, conclude, review, Thursday, hurry, money, unknown, kerchief, eatable, decay, shoulder, conclusion, thousand, , nearest, endure, atmosphere, tourist;

Read the following:

fat-fate-far-fare	myth-type-myrtle-tyre
fen-feme-fern-sphere	bond-bone-born-bore
fin-fine-fir-fire	cut-cute-curt-cure

Name the numbers of the following vowels

verb, noun, art, beam, fag, if, egg, fog, boom, pull, gore, gum, know, may, guy, boy, poor, ear, farmer, more.

Read the following.

- | | | | |
|----|--------------|----------------|---------------|
| A) | looking at | finding out | paying off |
| | sitting at | thinking of | marking of |
| | taking up | picking up | writing about |
| | getting off | listening in | waling along |
| B) | battle-field | laughing-stock | bigwig |
| | view-point | boating-suit | greenhorn |
| | hay-stack | skating-rink | madcap |
| | ear-ring | swimming-pool | hotspur |
| | pea-soup | twining-point | hardshell |
| | dew-drop | shooting-range | sleepyhead |
| C) | immodest | illegal | incomplete |
| | immoral | illegible | inconvenient |
| | immortal | illegie | incorrect |
| | impolite | illegie | incompatible |

irregular	irreparable	irresponsible
irrespective	irresistable	
outnumber	non-stop	disroot
outsit	non-effective	disqualify
outsmart	non-party	discrown
outspeed	non-productive	disburden
derail	prewar	
decamp	pre-school	
debate	prehistorie	


Read and learn the rhymes:

- A) Mr. Whimsey, peered and pondered
Round and round the garden wandered
And wondered much between the shower
Which were weeds and which were flowers.
- B) Harum-scarum hurry-scurries
Helter-scelter runs pell-mell
But Tittle-tattle never worries
When Hurly-hurly rings the bell.
- C) How much wood would a wood-chuck chuck
If a wood-chuck could chuck wood?
He would chuck as much wood as a wood-chuck would chuck
If a wood-chuck could chuck wood.

Pay attention to the stress:

enemy-held	all-embracing	well-cut
frost-bitten	school-leaving	ill-timed
God-forsaken	heart-redning	well-fed
sea bound	all-winning	ill-fated
tongue-tied	bake-braking	newly-elegted
hand-knitted	money-saving	long-lost
noble-minded	fat-cheeked	broad-shouldered
flat-waisted	well-dressed	sun-bevened
kindly-hearted	high-necked	block-lettered

Put down in traditional writing:

[blu:] ['wi t_U iz] ['k[^]pl] [bevi[^]] [bizi] [w[^]:ld] [kwilt] [ :t] ['sk[^]:mi] [n[^]:v] [

'feiv[^]] ['mju:zik] [stɛ[^]d] ['dai[^]ri] [fju:] ['wizid] [ik'ses] [ri vi:l] ['kwest_Un]

['d_f ipsi] [skwɛ[^]]

Extent Exercises

Read the following words:

gardener	sculptor	tourist
bather	narrator	geologist
offender	creator	colonist
owner	vibrator	royalist
listener	agitator	monopolist
villager	corrector	typist
abridgement	assistance	exaggeration
enlargement	resistance	liberation
embankment	negligence	temptation
movement	excellence	injection
accompaniment	allowance	expectation
honourable	famous	dramatic
favourable	religious	catholic
chargeable	desirous	gigantic

Arrange the words given below in groups according to the type of the syllable:

flame, stir, fry, tyre, lure, got, cede, mere, berry, fur, hug, nor, more, dire, fed, globe, cord, fume, nut, hurt, far, pure, pet, theme, dim, parrot, furry, sorry.

Divide the words into syllables:

settle, lorry, sadden, title, open, fifty, reaches, great, formation, tone, pottery, syllable, porridge, weather, ice, indeed, combination, revolutionary.

Mind the stress.

thirteen	seventeen
fourteen	eighteen
fifteen	nineteen
sixteen	

How many students do you see there?

– Three students

How many pages must I read?

– Twenty pages.

How many English books have you in your bag?

– Two books.

First-year

Chinese

unknown

First-year student

a Chinese cook

an unknown actor

Read paying attention to the mute letters:

hour	when	debt	wrist	guide
honest	what	doubt	wrong	guitar
honour	why	climb	write	guile
	where	dumb	wrap	

Read the following:

admire-admired-admiring

fire-fired-firing

lure-allured-alluring

secure-secured-securing
lower-lowered-lowering
shower-showered-showering

Read and learn the dialogue:

Tourist: How long is this lake?

Passerby: It must be more the twenty miles long

Tourist: Twenty miles. It can't be long as that.

Passerby: I think it may be about twelve.

Tourist: It musn't be more than four

Passerby: Indeed, sir, it can't be more than four.

Tourist: Well, I don't think you know anything about the matter

Passerby: And right you are, sir, for I see it for the first time in my life.

GLOSSARY

OF ENGLISH-RUSSIAN-UZBEK PHONETIC TERMS

A

ACCENT [ˈks̩nt] n.

Акцент. Aktsent

ACCOMODATION [ˈkɒmdeɪʃn] n. Приспособление.

Turli tovushlar artikulyatsasining nutqda oʻzaro moslashuvi.

ACTION [ˈkʌʃn] n.

Действие (движение органов речи).

AFFRICATE [ˈfrɪkət] n.

Harakat (nutq aʼzolari harakati)
Аффрикат (звук, образуемый двумя элемен-

тами и имеющий смычное начало и целевой конец).

Afrikat (birinchi elementi portlovchi va ikkinchi elementi sirgʻaluvchi tovushlardan iborat boʻlgan murakkab tovushlar

AIR-PASSAGE [ˈeɪpɑːsɪdʒ] n.

Проход для воздуха. Havo yoʻlakchasi

ALVEOLAR [ˈlviːlɑːr] a.

Альвеолярный (согласные, образуемые путем

прижатия кончика языка к альвеолярной дуге).

Tanglay undoshlari (tilni qattiq tanglayga bosish orqali hosil boʻlovchi ungoshlar).

ALVEOLI [ˈlviːlɑɪ] n.

Альвеолы, alveollar

ARTICULATE [a: tikjuleit] v. Артикулировать. Artikulyatsiya qilmoq (nutq or

ganlarini talaffuzga tayorlash uchun biron-bir holatga keltirmoq).

ARTICULATION [a: tikju lei \cup n] n. Артикуляция. Artikulyatsiya

ASPIRATED [\s pireitid] a. Произносимые с придыханием.

ASPIRATION [\s sp \wedge rei \cup n] n. Qo'shimcha nafas chiqarish yo'li bilan talaffuz qilinadigan tovushlar.

Аспирация: придыхание.

ASSIMILATION [\wedge simi lei \cup n] n.

Qo'shimcha nafas chiqarish
Ассимиляция, уподобление.

Yondosh tovushlarning artikulyatsion bosqich larining o'zaro ta'siri natijasida ularning birining sifat jihatdan ikkinchisiga yaqinlashuvi.

B

BACK OF THE TONGUE [b \s k \wedge v δ \wedge t η] n. Задняя часть языка. Tilning orqa tomoni

BACK VOWEL [b \s k vau \wedge l] n. Гласное заднего ряда. Orga unli.

BACK WALL OF THE PHARYNX [b \s k w \otimes :l \wedge v δ \wedge f \s rinks] n. Задняя стенка зева

BILABIAL [bai leibi \wedge l] a. Билабиальный, губно губной. Lab-lab (yuqori

va pastgi lablarning jipslashuvi natijasida hosil bo'luvchi undoshlar).

BLADE OF THE TONGUE [bleid \wedge v δ \wedge t η] n. Передняя спинка языка.

Tilning old qismi.

BULK OF THE TONGUE [b [^] l k [^] v [^] ð [^] t [^] ŋ] n. Тело языка. Til tanasi.

C

CENTRAL VOWELS [sentrl vau [^] lz] n. Гласное среднего языка. O'rta unli

CLASSIFICATION [kl [^] sifikei [^] n] n. Классификация. Sinflarga ajratish

CLASSIFY [kl [^] sifai] v. (into) Классифицировать, подразделять. Sinflarga

CLOSE VOWEL [klouz vau [^] l] n. ajratmoq
Закрытые гласные. Yoriq unli

CLOSED SYLLABLE [klouz d sil [^] bl] n. Закрытый слог. Yoriq bo'g'in.

CLUSTER [kl [^] st [^]] n. Сочитание согласных звуков.

COLOURING [k [^] l [^] riŋ] n. Undosh tovushlarning qo'shilishi.
Окраска. Tus, rang

COMBINATION [k [^] mbinei [^] n] n. Сочитание. Qo'shilish

COMMAND [k [^] ma:nd] n. Приказание. Buyruq.

COMPONENT [k [^] m poun [^] nt] n. Компонент, составная часть.

CONSONANT [k [^] ns [^] n [^] nt] n. Tarkibiy qismi.
Согласный. Undosh

CONSTRUCTIVE [kʰn striktiv] n.

Щелевой (звук с неполной преградой).

CONTACT [kʰntkt] n.

Sirgʻaluvchi toʻla toʻsiqqa uchramay hosil boʻluvchi tovush.
Соприкосновение, смыкание.

CONTEXTUAL ASSIMILATION [kʰn teks tjuʰlʰsimi leiʰn] n. Действующая

Kontakt, aloqa.

ассимиляция.

Harakatda boʻlgan yaqinlashuvlik
Рисунок. Rasm, tasvir

COUNTOUR [kʰntuʰ] n.

CONTRACTED [kʰn trktid] n.

Сокращенный. Qisqartirilgan

CURVE [kʰ:v] n.

Кривая. Qiyiq (egri chziq).

D

DEFINE [di fain] v.

Определять, Aniqlamoq.

DEFINITION [defi niʰn] n.

Определение. Aniqlash.

DENTAL [dentl] a.





Дентальный, зубной. Tish undoshlari.

DEVOICE [di vʰs] v.

Оглушать. Jarangsizlantirmoq.

DEVOICED [di vʰst] a.

Оглушенный. Jarangsizlantirgan.

DEVOICING [di v  sin]	оглушение. Jarangsizlanish.
DIFFERENTIATE [dif ^h ren _U jeit] v.	Различать. Ajratmoq.
DIPHTHONG [difθ  ŋ] n.	Дифтонг, сочетание двух гласных.
DIPHTHONGOID [difθ  ŋ [~]  d] n.	Bir bo'g'in sifatida yagona artikulyatsiya bilan talaffuz qilinadigan ikki unli tovush birikmasi. Дифтонгоид: гласные с признаками
пении ляция. DIRECT ADDRESS [di rekt ^h d res] n.	тебрального скольжения в произно- которых имеется неустойчивая артику- Diftinglashgan unilarning talaffuzi muayan emasligi. Обращение. Murojaat qilmoq.
DIRECTION [dire k _U n] n.	Указание. Ko'rsatma.
DISYLLABIC [di sil _~ bik]	Двухсложный. Murakkab.
<h1>E</h1>	
EMPHASIS [emf ^h sis] n.	Выразительность. Ifoda.
EMPHASIZE[emf ^h saiz] v.	Подчеркивать. Ifodalamoq.
EMPHATIC[im f _~ tik] a.	Выразительный. Ifodali.
ENUMERATION[i nju:m ^h rei _U n] n.	Перечисление. Sanab o'tish.

EXCLAMATION [ekskl^h meɪ_un] n. Восклицание. Undov.

EXHALATION [eksh^h lei_un] n. Выдыхание, выдох. Nafas chiqarish

F

FALL [f_⊗ :ɪ] n. Падение. Pasayish.

FALLING [f_⊗ :liŋ] Нисходящий (о тоне). Pasayuvchi (ohang

FALLING-RISING [f_⊗ :liŋ raiziŋ] haqida
Нисходящий, восходящий

FINAL [faɪn^h] a. Конечный. So'ngi

FLAT [fl_ɹt] a. Плоский. Tekis.

FLAT NARROWING [fl_ɹt n_ɹrouiŋ] n. Плоская щель

FLOW OF AIR [flou^h v ε^h] n. Поток воздуха. Navo oqimi.

FOCUS [fouk^hs] n. Центр, фокус. Markaz

FORCE [f_⊗ :s] n. Сила. Kuch.

FRICATIVE [frɪk^htɪv] a. Фрикатив; шелевые согласные, производимые
торможением воздуха при его прохождении
через, образуемые органами артикуляции ще

ли и сужения различной формы.
 Sirg'aluvchi undoshlar. Havo oqimining to'siqdan
 sirg'alib o'tishi natijasida hosil bo'luvchi tovushlar.
 Шум, трения. Shovqin; ishqalanish.

FRICTION [frikʲn] n.

FRONT OF THE TONGUE [frʌnt vɔ̃tʌŋ] n. Передняя часть языка. Tilning oldi

qismi.

FRONT VOWEL [frʌnt vaũ] n. Гласные переднего ряда. Til oldi unlisi.

G

GENERAL QUESTION [dʒenʌrʌl kwestʲn] n. Общий вопрос. Umumiy so'roq.

GLIDE [glaid] n.

Скольжение. Sirg'alish.

GLOTTAL [glʌtl] a.

Гортанный. Bo'g'iz (tovushi).

GLOTTAL STOP [glʌtlstʌp] n.

Гортанный, взрывной звук, образуемая

энер-

гичным размыканием взрывом мышечно-
 напряженных краев голосовых связок.
 Havo oqimining va tovush paychalarining kuchli
 to'siq bilan harakati natijasida bo'g'izda hosil
 bo'luvchi tovush.

GLOTTIS [glʌtlɪs]

Голосовая щель. Ovoz oralig'i.

GRAPHIC TRANSCRIPTION [grʌfɪk trʌnskripʲn] n. Графическая транскрипция

H

HARD PALATE [ha:d pʌlɪt] n.

Твердое небо. Qattiq tanglay.

HISTORICAL ASSIMILATION [hist^ˌ rɪk^l ˌ sɪmɪleɪⁿ] n. Историческая

ассимиляция.

Tarixiy assimilyatsiya.

I

IMPLICATION [impli^ˌ keɪⁿ] n.

То, что подразумевается, подтекст.

IMPLY [ɪm^ˌ plai] v.

Nazarda tutilayotgan narsa.
Подразумевать. Nazarda tutmoq.

INITIAL [i^ˌ ni^ˌ] a.

Начальное. Boshlang'ich.

INTERDENTAL [int^ˌ dentl] a

Межзубные. Tish o'rta (undoshlari).

INTERMEDIATE [in t^ˌ mi: dj^ˌ t] a

Промежуточные. Oraliq.

INTONATION [intou^ˌ neiⁿ]

Интонация; сложное единство характерное

для фразы (мелодика; ударение; темп; тембр;
ритм; паузация).
Iboraga tegishli bo'lgan ovoq tempi; tembri; nutq
ritmi; urg'u; pauza).

J

JAW [d^ˌ :]

Челюсть. Jag'.

JUNCTION [d^ˌ n kⁿ] n.

Стык, соединение. Birlashish

L

LABIAL[leibi ^ˆ l]	Губной. Lab (undoshlari).
LABIO-DENTAL[leibiou dentl] a.	Губно-зубной. Lab-tish (undoshlari)
LARYNX[ˌrɪŋks] n.	Гортань. Vo'g'iz.
LATERAL[ˌtɹɪˈl] a.	Боковой, латеральный. Согласные или сонанты при образовании которых в центральной части полости рта образуется срединные зазоры, а по бокам широкие протоки, выходящие воздух наружу. Og'iz bo'shlig'ining markaziy qismida havo to'sig'ining chekka tomondan chiqishi bilan hosil bo'luvchi yon undosh yoki sonant.
LATERAL PLOSION[ˌtɹɪˈl plouˌn] n.	Боковой взрыв. Lateral portlash.
LENGTH [leŋθ] n.	Долгота. Uzunlik.
LIP-PROTRUSION[lɪpɹɪˈtruːˌn] n.	Выдвижение губ вперед. Lablarni oldinga cho'zish.
LIP-ROUNDING[lɪp raundɪŋ]	Лабнализация огубление. Lablarni aylana holatiga keltirish.
LIPS[lɪps] n.	Губы. Lablar.
LOGICAL STRESS[ˌlɒdʒɪkəl stres] n.	Логическое ударение. Mantiqiy urg'u.
LOWER JAW[louˈdʒɔː] n.	Нижняя челюсть. Pastgi jag'.
LOWER LIP[louˈlɪp] n.	Нижняя губа. Pastgi lab.
LUNGS[ˌlʌŋz] n.	Легкие. O'pkalar.

M

MEDIAL[mi:di ^ˈ l] a.	Средний, срединный. Oʻrta.
MEDIOLINGUAL[mi:dou liŋ ^ˈ wel]	Среднеязычный. Til oʻrta qismida hosil boʻlgan
MELODY[mel ^ˈ di]	Мелодия. Куу.
MIDDLE OF THE TONGUE[midl ^ˈ v ð ^ˈ t ŋ] n.	Средняя часть языка.
MIXED[mikst] a.	Tilning oʻrta qismi
MONOPHTHONG[monofθ ^ˈ ŋ] n.	Смешанный. Aralash
	Монофтонг, простой гласный.
MONOSYLLABIC[m ^ˈ n ^ˈ si l ^ˈ bik] a.	Artikulyatsion-akustik jihatdan muayan talaffuzi va tembriga ega boʻlgan tovush
	Односложный. Bir boʻgʻinlik.
MOUTH-CAVITY[mauθ k ^ˈ viti] n.	Ротовая полость. Ogʻiz boʻshligʻi.
MUSCULAR TENSION[m ^ˈ skju ^ˈ ten ^ˈ ʃn] n.	Мышечное, мышечное напряжение.
	Mushakdagi zoʻriqish (zoʻriqish).
N	
NARROWING[n ^ˈ raʊiŋ]	Сужение, щель. Torayish.
NASAL[neiz ^ˈ l] a.	Носовой. Burun (tovushi).
NASAL CAVITY[neiz ^ˈ l k ^ˈ viti] n.	Носовая полость. Burun boʻshligʻi.

NASAL PLOSION [nez^hl plou_Un] n. Носовой взрыв. Burun bo'shlig'idagi portlash

NEUTRAL [nju:tr^hl] a. Нейтральный. Betaraf, neytral.

NOISE [noiz]
NOISE-CONSONANT [noiz k^hns^hn^hnt] n. Шум, шумный. Shovqin.
Шумный согласный.

NUCLEUS [nju:kli^hs] n. Shovqinli undosh
Ядро. Yadro (markaz)

O

OBSTRUCTION [^hb str_^k_Un] n. Препграда. To'siq.

OCCLUSIVE [^hklu:siv] a. Смычный. Portlovchi (tovushlar).

OPEN SYLLABLE [oupn sil^hbl] n. Открытый слог. Ochig' bug'un.

OPEN VOWEL [oupn vaue] n. Открытый гласный. Ochiq unli.

ORAL [^hir^hl]
Ротовой. Og'iz bilan (og'zaki).

ORGANS OF SPEECH [^h:^hnz^hv spit_U] n. Органы речи. Nutq a'zolari.

P

PALATAL [p_^l^htl] a. Палатальный, небный. Tanglay (tovushi).

PALATALIZATION [p̣ḷṭlai zeɪ̣n] n. Палатализация, смягчение. Yumshatish.

PALATALIZE [p̣ḷṭlaiz] v. Смягчать, палатализовать. Yumshatmoq.

PALATALIZED [p̣ḷṭlaizd] a. Палатализованный. Yumshatilgan.

PALATALIZING [p̣ḷṭlaiziŋ] a. Палатализирующий. Yumshayotgan.

PALATE [p̣lit] n. Небо. Tanglay.

PALATO-ALVEOLAR [p̣ḷṭoụ ɹ̣vịḷ] a. Небно-альвеолярный. Tanglay-alveolar

(tovush)
PARENTHESSES [p̣renθisi:z] n. Вводное слово. Kirish soʻzi.

PAUSE [p̣⊗ :z] n. Пауза. Hutqni maʼno guruhlarga boʻlib aytish

PHARYNX [f̣rinks] n. Зев, фаринкс. Boʻgiz

PHONEME [founi:m] n. Фонема; наименьшая единица системы языка.

PHONEMIC [fou ni:mik] a. Soʻzlar va morfemalarni oʻzaro farqlashga xizmat qiluvchi eng kichik til birligi.
Фонематический. Fonematik.

PHONETIC [fou netik] a. Фонетический. Fonetik.

PHONETICS [fou netiks] n. Фонетика. Fonetika.

PITCH [pitʃ] n.	Высота тона. Ohang balandligi.
PLOSION [plouʒn] n.	Взрыв. Portlash.
PLOSIVE [plʌsiv] a.	Взрывной. Portlovchi.
POSITION [pəzɪʃn] n.	Позиция, положение. Holat.
PRESS [pres] v(against)	Прижимать. Bosmoq.
PRIMARY STRESS [praɪməˈrɪstres]	Главное ударение. Asosiy urgʻu
PRINCIPAL [prɪnsɪpəl] a.	Главное, основное. Asosiy.
PRODUCE [prɒdʒu:s] v.	Производить, произносить. Talaffuz qilmoq
PROMINENCE [prɒmɪˈnens] n.	Усиление, подчеркивание. Kuchayish.
PRONOUNCE [praʊnaʊns] v.	Произносить. Talaffuz qilmoq.
PRONUNCIATION [prəˈnʌnsiˈeɪʃn] n.	Произношение. Talaffuz.
PROTRUDED [prɒˈtru:did] a.	Вытянутый вперед. Oldinga choʻzilgan.
PUFF [pʌf] (of air, breath)	Быстрый выдох. Tez nafas chiqarish.

R

RANGE [reɪndʒ] n.	Диапазон. Diarason (mavqeʻ).
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REDUCED [ri dʒu:st] a.	Редицированный. Kuchsizlangan.
REDUCTION [ri dʌ kʊ n] n.	Редукция. Kuchsizlanish.
RELEASE [ri li:s] v.	Размыкать, устранять преграду.
REPRESENT [reprɪ zent] v.	Тоʻsiqni yoʻqotish. Представлять, изображать. Namoyon qilmoq
REQUEST [ri kwɛst] n.	Просьба. Itimos.
RHYTHM [riθm] n.	Ритм. Ohang.
RISE [raɪz] n.	Повышение. Koʻtarilish.
RISING [raɪzɪŋ] a.	Восходящий. Koʻtariluvchi.
ROLLED [rould] a.	Дрожащий, вибрانت. Titraluvchi.
ROOT OF THE TONGUE [ru:t ʌ vɔ̃ t̃ ŋ] n.	Корень языка. Til tomiri.
ROUND [raund] v.	Округлять. Aylana shakliga keltirmoq.
ROUND NARROWING [raund n̩rouɪŋ] n.	Круглая щель. Aylana oraliq.

S

SCALE [skeɪl] n.	Шкала. Shkala (oʻlchov).
SECONDARY STRESS [sek ʌ nd ʌ ri stɛs] n.	Второстепенное ударение. Ikkilamchi
SENSE-GROUP [sens ʌ ru:p] n.	Смысловая группа, синтагма. Maʼnoli guruh.

SENTENCE-FINAL POSITION [sent^{ns} fain^l p^{zi} n] n. Конечное положение в

предложении. Gardagi oxirgi holat.
SENTENCE-INITIAL POSITION [sent^{ns} i ni^l p^{zi} n] n начальное положе-

ние в предложении. Gardagi boshlang'ich holat.
SENTENCE-MEDIAL POSITION [sent^{ns} mi:di^l p^{zi} n] n срединное поло-

жение предложения. Gardagi o'rtancha holat
SENTENCE -STRESS [sent^{ns} stres] n. Фразовое ударение. Gardagi urg'u.

SLIGHTLY ROUNDED [slaitli raundid] a. Слегка огубленный. Salgina lablangan.

SOFT PALATE [s^{ft} p^{lit}] n. Мягкое небо. Yumshoq tanglay.

SONORANT [sⁿ :r^{nt}] n. Сонант. Sonant.

SPECIAL QUESTION [spe^l kwestⁿ] n. Специальный вопрос. Maxsus so'roq .

SPEECH-SOUND [spi:t^{saund}] n. Звук речи. Nutq tovushi.

SPREAD [spred] v. Растягивать. Cho'zmoq.
STATEMENT [steitm^{nt}] n. Утверждение, констатация. Tasdiq.

STOP [st^p] n. Взрывной, согласный. Portlovchi.

STRESS [stres] n. Ударение. Urg'u.
STRESSED [strest] a. Ударный. Urg'uli.
STRONG FORM [str^η f^m] n. Сильная форма. Kuchli shakl.

SUBSIDIARY[s^ˆb sidj^ˆri]

Второстепенный. Ikkilamchi.

SYLLABIC[si ɫbik] a.

Слоговой, слогообразующий.

SYLLABLE[sil^ˆbl] n.

Во'g'un hosil qiluvchi
Слог. Во'g'in.

SYLLABLE DIVISION[sil^ˆbl di vi η] n.

Слогоделение. Во'g'inga ajratish.

SYLLABLE FORMATION[sil^ˆbl f ⊗ : mei η] n



слогообразование. Во'g'in hosil qilish

T

TAMBER[t^ˆmb^ˆ] n.

Тембр. Tembr.

TAPE[teip] n.

Пленка, лента. Tasma.

TEETH-RIDGE[ti:θ rid] n.

Альвеолы. Alveollar.

TEMPO[tempou] n.

Темп. Temp.

TENSE[tens] a.

Напряженный. Zo'raugan (zo'riqish).

TIP OF THE TONGUE[tip^ˆv ð^ˆt η] n.

Кончик языка. Til uchi.

STONE[toun] n.

Тон. Ohang.

TONGUE[t η] n.

Язык. Til.

TRANSCRIPTION[tr^ˆns kri^ˆp η] n.

Транскрипция способ записи устной речи с

помощью специальных знаков.

Og'zaki nutqni maxsus belgilar orqali yozib olish usuli.

TRILLED[trild] n.

Дрожащий. Titrovchi.

U

UNEMPHATIC [\wedge nim f _{tik}] a.	Неэмфатический. Noemfatic.
UNICENTRAL [ju:ni sentr [^] l] a.	Однофокусный. Bir fokusli.
UNROUNDED [\wedge n raundid] a.	Нелабиализованный. Lablanmagan.
UNSTRESSED [\wedge n strest] a.	Неударный. Urg [^] usiz.
UPPER LIP [\wedge p [^] lip] n.	Верхняя губа. Yuqorigi lab.
UPPER TEETH [\wedge p [^] ti:θ] n.	Верхние зубы. Yuqorigi tishlar.
UTTER [\wedge t [^]] v.	Издавать, произносить. Talaffuz qilmoq.
UTTERANCE [\wedge t [^] r [^] ns] n.	Высказывание. Aytish.
UVULA [ju:v jul [^]] n.	Маленький язычок. Kichik til. (tilchak)

V

VARIANT [v [^] ri [^] nt] n.	Вариант, оттенок. Variant
VARIATION [v [^] ri ei _U n] n.	Разновидность. Narxillik
VELAR [vi:l [^]] a.	Велярный, задний небный.

VELUM [vi:l^m] n.	Tanglay til orqa (tovush) Мягкое небо. Yumshoq tanglay.
VIBRATE [vai brei] v.	Вибрировать. Tebranmoq.
VIBRATION [vai brei] n.	Вибрация, дрожание. Tebrinish.
VOCAL CORDS [vouk^l k^dz] n.	Голосовые связки. Tovush rauchalari
VOICE [v^s] n.	Озвончать. Jarangli qilmoq.
VOICED [v^st] v.	Звонкий, Jaranli
VOICELESS [v^sl^s] a.	Глухой. Jarangsiz
VOWEL [vau^l] n.	Гласные. Unli

W

WEAK FORM [wi:k fo:m] n.	Слабая форма. Kuchsiz shakl
WIND PIPE [windpaip] n.	Дыхательное горло. Nafas olish yo'li
WORD-FINAL [w^:d fain^l] a.	Находящийся в конце слова.
WORD-FINAL POSITION [w^:d fain^l p^zi] n.	Gap oxirida kelgan. Конечное положение в
WORD-STRESS [w^:d stres] n.	слове. Gap oxiridagi holat Словесное ударение. So'z urg'usi.

Z

ZERO REDUCTION [zi^hrou ri d^k n] n.

Нулевая редукция. Nol reduksiya

(tovush

yuqolishi)

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