



O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA

MAXSUS TA'LIM VAZIRLIGI

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FILOLOGIYA FAKULTETI

INGLIZ TILI VA ADABIYOTI

KAFEDRASI

AMALIY FONETIKA

FANIDAN DARS ISHLANMASI

XUJJATLARI

NAMANGAN

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Ushbu dars ishlanma Ingliz tili kafedrası yig'ilishida muhokama qilingan.
Bayonnoma № _____. " ____ " _____ 2010 yil.

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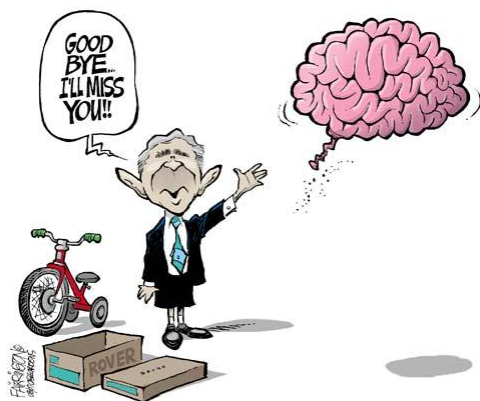
Bayonnoma № _____ 2010 yil

I. Theme: Introduction. What is phonetics?

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
- 2) Equipment of the lesson:
 - cards, books, tables
- 3) Homework
- 4) New theme
- 5) Exclamation of the new theme.
- 6) Mark. Homework



Good morning students, who is on duty today? Who is absent? Be ready for our lesson. Today we are going to learn English phonetics.

Who knows what is phonetics?

“Phonetics” is the science which analysis and records sounds and other elements of speech (stress, melody, length) and their use and distribution in connected sentences.

So, in short English phoneticians define as the science of speech sounds and speech intonation. So, phonetics is the science of speech, it studies the nature of phonetic phenomena and their linguistics functions. It studies the phonemic system of the language with all possible variations of its phonemes in connected speech. It studies the intonation system of the language and all its pronunciation features and attributes in their rich expression and various functions in connected speech.

That is why phonetics has become an indispensable branch of linguistics and has developed its own problems and conceptions: Such as the conception of the phoneme, the problem of emphasis and emotionality, the question of pronunciation standard and many other interesting and important theoretic problems.

Language in a unity of structure, i.e. the system of its linguistic means and speech, i.e. the linguistic speech phenomena in all their variety and rich expression.

Language

Phonetics makes part of (structure speech) the science of speech.

In speech the structure of the language is expressed acoustically by means of speech sounds and speech intonation in their linguistics form of phonemes, morphemes, words, word combinations, syntagmas, phrases, sentences and sentence units. Taken as a whole these phono – linguistic means constitute the pronunciation of language. So, the object of phonetics is the study of the pronunciation features of a language and its field of study is speech.

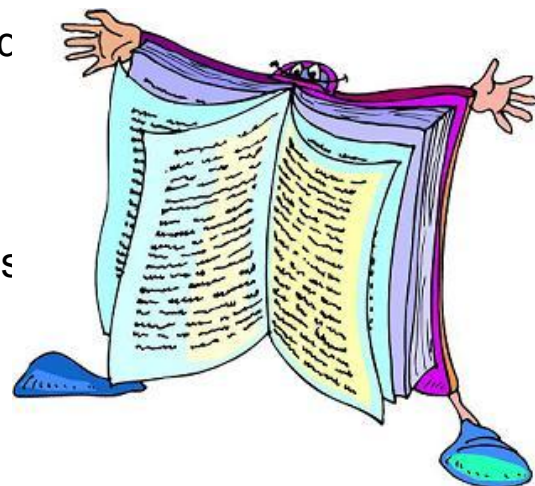
Well, students you must learn this rule by – heart. Do you have any question? If you have raise your hand
Our lesson is over, Good bye.

I. Theme: ABC. Letters and Sounds.

II. The aim of the lesson: To develop the s

III. Org. moment:

1) Greetings



2) Equipment of the lesson:

- cards, books, tables

3) Homework

4) New theme

5) Exclamation of the new theme.

6) Mark. Homework

Good morning. Is everybody here?

Be ready for the lesson. Now, who wants is tell us about phonetics. Have you learned the definition of phonetics?

Today our new theme is to learn the ABC. Who knows how many letters are there in English alphabet? Do you know vowels? What are they?

There are 26 letters in English alphabet. 6of them are vowels. They are: Aa, Ee, Oo, Ii, Uu, Yy.

The ABC

Letter	Pronunciation	Letter	Pronunciation
A a	[eɪ]	N n	[en]
B b	[bi:]	O o	[əu]
C c	[si:]	P p	[pi:]
D d	[di:]	Q q	[kju:]
E e	[i]	R r	[a:]

F f	[ef]	S s	[es]
G g	[dʒi:]	T t	[ti:]
H h	[eɪtʃ]	U u	[ju:]
I i	[aɪ]	V v	[vi:]
J j	[dʒeɪ]	W w	[dʌblju:]
K k	[keɪ]	X x	[eks]
L l	[el]	Y y	[waɪ]
M m	[em]	Z z	[zed]

Speech sounds are grouped into language units called phonemes. A phoneme may be thought of as the smallest contrastive language unit which exists in the speech of all people belonging to the same language community in the form of speech sounds and may bring about a change of meaning. The phoneme is a functional unit. That means that being opposed to other phonemes in the same phonetic context it is capable of differentiating the meaning. For. ex:

pie – tie are you fond of this cut?

lot – lit or are you fond of this cart?

Well, students. Who can tell the ABC. Please, pronounce it correctly. If you have any questions, please raise your hands.

1. Give the correct symbols for the boldface letters.

[Λ]

Ex. His name is Doug.

- a) 1. That company **makes** books. 2. Is this Kate's **hat**? 3. The weather is **awful**. 4. Mark has a new **toy**. 5. Leave **it** to me. 6. This is delicious **tea**. 7. He goes to bed at **eleven**. 8. She loves ice **cream**. 9. It's hot **day**. 10. Would you like some **cake**? 11. They have a beautiful **home**. 12. Do you want some **soda**? 13. Turn right at that **corner**. 14. May I use your **pen**? 15. She's sleeping **now**. 16. Dave is **thirsty**. 17. Checkers is **their** dog.
- b) 1. When he walks to work, he stops and has **coffee**. 2. He buys old **houses**, fixes them, and then **sells** them.
- c) 1. Mrs. **Wall**'s sister **Jean** is a lawyer. 2. Sonia isn't **here**; she's at work. 3. Lisa's house has a pretty **yard**.
- d) 1. **Bob** is taking a flight to **Rome** tonight. 2. **Jim** plays soccer on **Sundays**. 3. In hot weather **he** likes to go **swimming**.
- e) 1. That boy is an excellent basketball **player**. 2. Jimmy is upstairs taking a **bath**. 3. Do they sell vegetables in that **store**? 4. This is a pretty **neighborhood**, isn't it?
- f) **worked, washed, cooked, cleaned, moved, delivered, turned, studied, hated, watched, called, painted, handed;**
- g) **brother, think, those, weather, thirsty, either**
- h) 1. I'm all right, **Jack**. 2. **Rosie** ran about a mile yesterday. 3. She teaches photography at the community **center**. 4. He writes for a **travel magazine**.
- i) 1. **George** had **chicken** for **dinner**. 2. **Judy** has a job on a **magazine**. 3. The **furniture store** is on the **corner**.

Your homework is to learn the ABC, vowels and to write them in the written form. Our lesson is over, Good bye.

I. Theme: Chapter 1. Sound formation.

Unit 1 The organs of speech

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
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 - cards, books, tables
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Unit 1. The organs of speech.

Are you ready for the lesson?

Is everybody here? Well, now we'll begin our lesson. Who can tell us last homework? Today our new theme is "The organs of sp

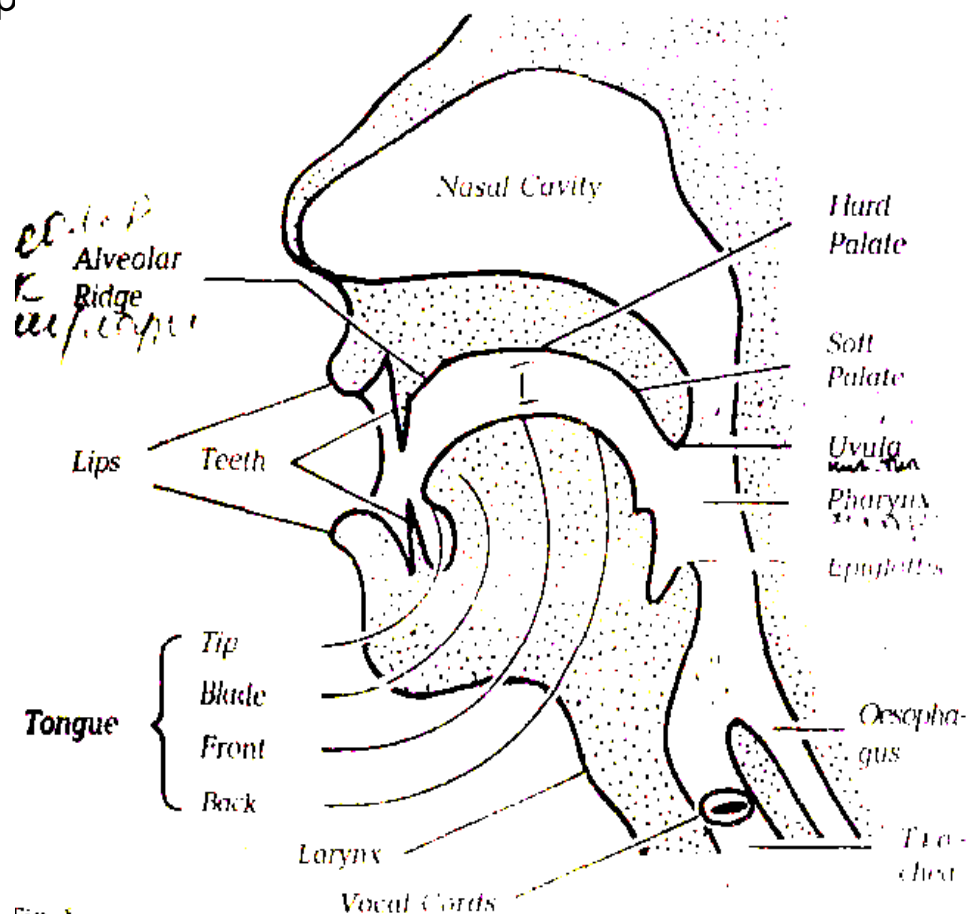


Fig. 1

To understand how speech-sounds are produced students of English must have some knowledge of the organs of speech and their function. The organs of speech are as follows:

- a) the mouth cavity
- b) the nasal cavity
- c) the pharynx
- d) the lips
- e) the teeth
- f) the tongue
- g) the roof of the mouth
- h) the larynx containing the vocal cords.

The roof of the mouth is divided into 3 parts:

- a) the alveolar ridge – Alveola; milkning inglizch undoshlar talaffuz etiladigan qismi
- b) the hard palate – Qattiq tanglay.
- c) the soft palate with the uvula –Kichik til bilan yumshoq tanglay.

✓ **All the organs of speech can be divided into two groups:**

(1) **a c t i v e** organs of speech, movable and taking an active part in the sound formation: (a) the vocal cords which produce voice; (b) the tongue which is the most flexible, movable organ; (c) the lips affecting very considerably the shape of the mouth cavity; (d) the soft palate with the uvula, directing the stream of air either to the mouth or to the nasal cavity; (e) the back wall of the pharynx contracted for some sounds; (f) the lower jaw which movement controls the gap between the teeth and also the disposition of the lips; (g) the lungs providing air for sounds;

(2) **p a s s i v e** organs of speech: (a) the teeth, (b) the teeth ridge, (c) the hard palate and (d) the walls of the resonators.

THEME: The classification of English Consonant phonemes.

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
- 2) Equipment of the lesson:
 - cards, books, tables
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- 6) Mark. Homework



Good morning students. Let's check up your homework. Please, be more active. Today we do many exercises. Open your notebooks and be ready to write down the exercises.

Our new theme is "The classification of English Consonant phonemes"

A consonant is a sound produced with an obstruction to the air stream. English consonants are usually classified according to the following principles:

I. According to the type of obstruction and the manner of the production of noise.

II. According to the active speech organ and the place of obstruction.

III. According to the work of the vocal cords and the force of articulation.

IV. According to the position of the soft palate.

According to the type of obstruction English consonants are divided into occlusive and constrictive.

Classification of the English Noise Consonants and Sonorants According to the Manner of Articulation

Noise Consonants			Sonorants	
Occlusive stops (plosives)	Constrictive fricatives	Occlusive-constrictive (affricates)	Occlusive	Constrictive
p, b t, d k, g	f, v θ, ð s, z ʃ, ʒ h	tʃ, dʒ	m n ŋ	w l r j

Classification of English Noise Consonants According to the Degree of Noise

Class A. Noise consonants		
	b, d, g, v, ð, z, ʒ, dʒ	p, t, k, f, θ, s, ʃ, tʃ, h
According to the work of the vocal cords	voiced	voiceless
According to the force of articulation	weak (lenis)	strong (fortis)

Main Principles of Classification of Consonants

According to the Degree of Noise	
Class A. Noise Consonants	Class B. Sonorants
Vary: 1. In the manner of articulation. 2. In the place of articulation. 3. In the work of the vocal cords. 4. In the force of articulation.	Vary: 1. In the manner of articulation. 2. In the place of articulation. 3. In the position of the soft palate. 4. In the direction of the air stream.

7. Write down these extracts. Mark the stresses and tunes. Transcribe them

Blood and flood are not like food
Nor it mould like should and would
Banquet is not nearly parquet
Which is said to rhyme with "darky".

Rounded, wounded; grieve and sleeve
Friend and fiend; alive and live;
Liberty, library; heave and heaven
Rachel, ache, moustach, slaven.

We say hallowed but allowed
People, leopard; towed but vowed
Mark the difference moreover

Between mover, plover, Dover
Leeches, breeches, wise, precise;
Chalice, but police and lice.

8. State a) which consonants are silent; b) which of the words have /θ/.

a) exhaust	diaphragm	cupboard	subtle
shepherd	Thomas	debt	tomb
listen	sign	comb	hustle
limb	isle	gnarl	light
heirloom	Thames	knick-knack	
b)wroth	worthy	method	
throat	bathe	ethos	
sooth	loath	Smith	
thief	moth	pith	
clothes	strength	smooth	
with	wealthy	Phymouth	

Please write down your homework. Read and pronounce the exercises. Learn the rule by heart. Give your examples to the consonants. Our lesson is over. Good bye!

THEME: APICAL, DENTAL, VOICELESS AND VOICELESS CONSONANTS. AFFRICATES.

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
- 2) Equipment of the lesson:
 - cards, books, tables
- 3) Homework
- 4) New theme
- 5) Exclamation of the new theme.
- 6) Mark. Homework



Good morning students. Let's check up your homework. Please, be more active. Today we do many exercises. Open your notebooks and be ready to write down the exercises.

Our new theme is "APICAL, DENTAL, VOICELESS AND VOICELESS CONSONANTS. AFFRICATES".

Apical consonants are articulated by the tip of the tongue. They are [θ], [ð], [t], [d], [l], [n], [s], [z].

Cacuminal consonants are articulated by the tongue tip raised against the back part of the alveolar ridge. The front of the tongue is lowered forming a spoon - shaped depression. It is [r]

B) Mediolingual consonants are articulated with the front of the tongue against the hard palate [j].

C) Backlingual consonants are articulated by the back of the tongue against the soft palate [k], [g], [ŋ].

3. GLOTTAL consonants are produced in the glottis [h]. According to the point of articulation forelingual consonants are divided into:

- 1) dental
- 2) alveolar
- 3) palato – alveolar
- 4) post – alveolar

Dental consonants are articulated against the upper teeth either with the tip. They are [θ], [ð]

Alveolar consonants are articulated by the tip of the tongue against the alveolar ridge. They are [t], [d], [n], [l], [s], [z]

Palato – alveolar consonants are articulated by the tip and blade of the tongue, against the alveolar ridge or the back part of the alveolar ridge. They are {ʃ}, {ʒ}, {tʃ}, {dʒ}

Post alveolar consonants are articulated by the tip of the tongue against the back part of the alveolar ridge. It's the English [r]

According to the work of the vocal cords consonants are divided into **voiced** and **voiceless**.

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

Voiced consonants are [b], [d], [g], [dʒ], [v], [ð], [z], [ʒ], [m], [n], [ŋ], [w], [l], [r], [j]

When the vocal cords are brought together and vibrate we hear voice.

(Voiced) consonants are: the English [b, d, g, v, ð, z, ʒ, dʒ]; in Russian [б, б', в, в', г, г', д, д', ж, з, з'].

If the vocal cords are apart and do not vibrate we hear only noise and the consonants are voiceless.

(Voiced) consonants are: the English [b, d, g, v, ð, z, ʒ, dʒ]; in Russian [б, б', в, в', г, г', д, д', ж, з, з'].

If the vocal cords are apart and do not vibrate we hear only noise and the consonants are voiceless.

EX 2 . READ AND TRANSCRIBE. EXPLAIN READING RULES OF ENGLISH CONSONANTS

Asking Too Much

An Englishman was driving along a country road in Ireland and met a man carrying a heavy bag.

"Can I take you into town?" the Englishman asked.

The Irishman said, "Thank you," and got into the car.

In a few minutes the driver saw that the Irishman was sitting with the heavy bag still in his hand.

"Why don't you put your bag down?" he asked. "Well," answered the Irishman, "you've given me a ride in your car. I can't ask you to carry my bag as well."

Please write down your homework. Learn the rule by heart. Good bye!

THEME: LETTER COMBINATIONS.

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
- 2) Equipment of the lesson:
 - cards, books, tables
- 3) Homework
- 4) New theme
- 5) Exclamation of the new theme.
- 6) Mark. Homework



Good morning students. Let's check up your homework. Please, be more active. Today we do many exercises. Open your notebooks and be ready to write down the exercises. Our new theme is "LETTER COMBINATIONS"

EX 1. READ AND TRANSCRIBE. EXPLAIN READING RULES OF LETTER COMBINATIONS

STILL NOT PERFECT

A small schoolboy often wrote: "I have went," instead of "I have gone". At last his teacher said:

"You must stay after school this afternoon and write 'I have gone' a hundred times. Then you will remember it."

When the teacher came back he found a letter from the boy on his desk. It said:

Dear Sir,

I have wrote "I have gone" a hundred times, and now I have went.

6. Write down these rhymes. Observe the regular alternation of stressed and unstressed syllables according to the given stress tone marks. Make up tonograms

'Jack and 'Jill went ↑ up the , hill.
To ' fetch a ' pail of , water.
' Jack fell , down and ' broke his , crown,
And ' Jill came ' tumbling , after.

'Twinkle, 'twinkle, 'little , star,
' How I ' wonder ' what you , are.
' Up a ' bove the ' world so , high
' Like a ' diamond ' in the , sky.

Please write down your homework. Learn the rule by heart. Good bye!

THEME: PHONETIC DRILLS.

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

1) Greetings

2) Equipment of the lesson:

- cards, books, tables

3) Homework

4) New theme

5) Exclamation of the new theme.

6) Mark. Homework



Good morning students. Let's check up your homework. Please, be more active. Today we do many exercises. Open your notebooks and be ready to write down the exercises.

Our new theme is "PHONETIC DRILLS"

Phonetic drills

Ω

1) Repeat the words.

[p]	[b]	[t]	[d]	[k]	[g]
<u>p</u> ay	<u>b</u> ack	<u>t</u> alk	<u>d</u> ance	<u>k</u> ind	<u>g</u> ive
<u>p</u> ark	<u>b</u> uy	<u>t</u> able	<u>d</u> ate	<u>c</u> ook	<u>g</u> ate
<u>p</u> age	<u>b</u> etter	<u>t</u> ourist	<u>d</u> isco	<u>c</u> offee	<u>g</u> uess
<u>p</u> urple	<u>b</u> orrow	<u>t</u> idy	<u>d</u> ollar	<u>c</u> olour	<u>g</u> oing
<u>p</u> ostman	<u>b</u> usiness	<u>t</u> ennis	<u>d</u> ifferent	<u>k</u> itchen	<u>g</u> arden

Ω

2) Repeat the words in box A, then repeat the words in box B.

A.	<i>deep patient comfortable</i>	B	<i>dentist teacher pain</i>
	<i>beautiful dangerous</i>		<i>party doctor television</i>
	<i>colourful boring good</i>		<i>cook tiger cave bed</i>
	<i>bad terrible</i>		<i>town garden camera</i>

Work in pairs. Add words from A to words from B to find:

1. Something that is frightening. (for ex.: a deep cave)
2. Something that is expensive.
3. Someone who does a good job.
4. Someone who does not do a good job.
5. Something you like.
6. Something you don't like.

Ω

3) Repeat the words

[s]	[z]	[f]	[v]	[θ]	[ð]
<u>s</u> ame	<u>z</u> oo	<u>f</u> ive	<u>v</u> oice	<u>th</u> anks	<u>th</u> is
<u>s</u> it	<u>z</u> ebra	<u>ph</u> one	<u>v</u> ery	<u>th</u> ought	<u>th</u> at
<u>s</u> ister	<u>e</u> asy	<u>f</u> amily	<u>v</u> illage	<u>th</u> ief	<u>th</u> ose

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Ω

4) Repeat the words

[ʃ]	[tʃ]	[ʒ]	[dʒ]
<u>s</u> hort	<u>ch</u> air	<u>d</u> ecision	<u>J</u> anuary
<u>sh</u> ould	<u>ch</u> ea <u>p</u>	<u>t</u> ele <u>vi</u> sion	<u>J</u> une
<u>sh</u> out	<u>ch</u> eck	<u>g</u> arage	<u>j</u> ump
<u>sh</u> ower	<u>ch</u> oose	<u>p</u> leasure	<u>j</u> acket
<u>sh</u> opping	<u>ch</u> eerful	<u>u</u> sually	<u>g</u> eneral

Ω

5) The sound [ʃ] is normally spelt "sh" and the sound [tʃ] – "ch". However in some words they do have different spellings. Listen to these words and decide how the underlined letters are pronounced. Tick the correct box.

	[ʃ]	[tʃ]		[ʃ]	[tʃ]
in <u>fo</u> rmation	<input type="checkbox"/>	<input type="checkbox"/>	<u>sp</u> eci <u>a</u> l	<input type="checkbox"/>	<input type="checkbox"/>
<u>f</u> urnit <u>u</u> re	<input type="checkbox"/>	<input type="checkbox"/>	<u>co</u> mm <u>er</u> ci <u>a</u> l	<input type="checkbox"/>	<input type="checkbox"/>
<u>e</u> duca <u>ti</u> on	<input type="checkbox"/>	<input type="checkbox"/>	<u>te</u> mp <u>er</u> at <u>u</u> re	<input type="checkbox"/>	<input type="checkbox"/>
<u>i</u> nsur <u>u</u> nce	<input type="checkbox"/>	<input type="checkbox"/>	<u>e</u> xam <u>i</u> nat <u>i</u> on	<input type="checkbox"/>	<input type="checkbox"/>
<u>s</u> ugg <u>e</u> st <u>i</u> on	<input type="checkbox"/>	<input type="checkbox"/>	<u>p</u> ict <u>u</u> re	<input type="checkbox"/>	<input type="checkbox"/>
<u>pr</u> of <u>e</u> ss <u>i</u> on	<input type="checkbox"/>	<input type="checkbox"/>	<u>d</u> eli <u>c</u> i <u>o</u> us	<input type="checkbox"/>	<input type="checkbox"/>
<u>q</u> uest <u>i</u> on	<input type="checkbox"/>	<input type="checkbox"/>	<u>st</u> at <u>i</u> on	<input type="checkbox"/>	<input type="checkbox"/>

Ω

6) Repeat these groups of words

[w]	[r]	[j]	[l]
<u>w</u> ee <u>k</u>	<u>r</u> adi <u>o</u>	<u>y</u> es	<u>l</u> ast
<u>w</u> est	<u>r</u> eal <u>y</u>	<u>y</u> ear	<u>l</u> ess
<u>w</u> ould	<u>r</u> iv <u>e</u> r	<u>y</u> oung	<u>l</u> earn
<u>w</u> all <u>e</u> t	<u>r</u> ea <u>s</u> on	<u>y</u> ours	<u>l</u> isten
<u>w</u> hite	<u>r</u> ec <u>e</u> nt <u>l</u> y	<u>y</u> ellow	<u>l</u> anguag <u>e</u>

Ω

7) Repeat the words.

[m]	[n]	[ŋ]
<u>m</u> any	<u>n</u> ame	<u>br</u> ing
<u>m</u> ake	<u>n</u> ear	<u>l</u> ong

mend
milk
mouth

nobody
news
number

spring
strong
finger

8) Practise reading the following phrases and sentences:

[p], [t], [k]

1. Take care of the pence and the pounds will take care of themselves. 2. To tell tales out of school. 3. To carry coals to Newcastle.

[sp], [st], [sk]

1. Strictly speaking. 2. To call a spade a spade. 3. To praise to the skies.

[b], [d], [g]

1. A good dog deserves a good bone. 2. To beat about the bush. 3. To give the devil his due.

[tʃ], [ð]

1. Children are poor men's riches. 2. Little knowledge is a dangerous thing. 3. He that mischief hatches mischief catches.

[m], [n]

1. Many men many minds. 2. Men may meet but mountains never. 3. What's done cannot be undone.

[ŋ]

1. Seeing is believing. 2. Saying and doing are different things. 3. A creaking door hangs long on the hinges.

[ŋk], [ŋg]

1. First think then speak. 2. As the fool thinks, so the bell clinks. 3. Hunger is the best sauce.

[ŋ], [ŋ]

1. No living man all things can. 2. Better die standing than live kneeling. 3. Among the blind the one-eyed man is king.

[f], [v]

1. Far from eye, far from heart. 2. Fortune favours the brave. 3. Give every man thy ear, but very few thy voice.

[θ], [ð]

1. To go through thick and thin. 2. Wealth is nothing without health. 3. Birds of a feather flock together.

[s], [z]

1. The least said the soonest mended. 2. Slow and steady wins the race. 3. Speech is silver, but silence is gold.

[s - ð], [z - ð]

1. Cheapest is the dearest. 2. The last straw breaks the camel's back. 3. Necessity is the mother of invention.

[ʃ], [ʒ]

1. A wolf in sheep's clothing. 2. A measure for measure. 3. Eat at pleasure, drink with measure.

[h]

1. Habit cures habit. 2. He that has no head needs no hat. 3. High winds blow on high hills.

[l]

1. Let sleeping dogs lie. 2. Life is not all cakes and ale. 3. Look before you leap.

[r]

1. Respect yourself or no one will respect you. 2. Roll my log and I will roll yours. 3. Soon ripe, soon rotten.

[j]

1. As you make your bed, so you must lie in it. 2. No news is good news. 3. No herb will cure love.

[w]

1. Where there's a will there's a way. 2. When the wine is in the wit is out. 3. Time works wonders.

[pl], [kl]

1. Plenty is no plague. 2. Out of place. 3. Clean as a pin.

[pr], [tr], [kr]

1. Prosperity makes friends, and adversity tries them. 2. Don't trouble trouble until trouble troubles you. 3. Crows don't pick crows' eyes.

[fr], [str], [θr], [skr]

1. To throw straws against the wind. 2. A friend in need is a friend indeed. 3. Scratch my back and I'll scratch yours.

[sw], [tw], [kw]

1. No sweet without sweat. 2. He gives twice who gives quickly. 3. Between and betwixt.

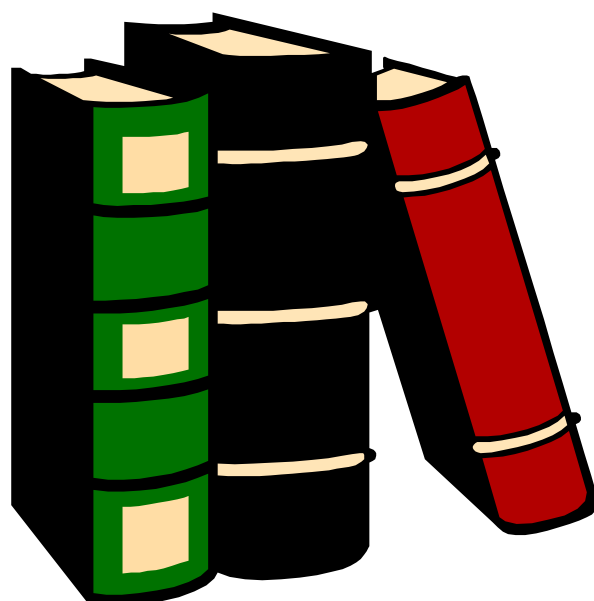
Please write down your homework. Read and pronounce the exercises. Give your examples to the consonants. Our lesson is over. Good bye!

THEME: CONSONANT CLUSTERS.

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
- 2) Equipment of the lesson:
 - cards, books, tables
- 3) Homework
- 4) New theme
- 5) Exclamation of the new theme.
- 6) Mark. Homework



Good morning students. Let's check up your homework. Please, be more active. Today we do many exercises. Open your notebooks and be ready to write down the exercises.

Consonant Clusters

A consonant cluster is found when two or more consonant sounds come together. For example, the word "spell" begins with the consonant cluster [sp] and the word "against" ends with the consonant cluster [nst]

Underline the part of the words where there are two or more consonant letters together. The first three are done for you.

	Number of consonant letters	Number of consonant sounds		Number of consonant letters	Number of consonant sounds
1. <u>b</u> lood	2	2	7. light		
2. <u>j</u> ump	2	2	8. next		
3. <u>t</u> icket	2	1	9. there		
4. tablet			10. report		
5. dollar			11. film		
6. chair			12. street		

Consonant Clusters

Ω

1. Repeat these words. Pay attention to the pronunciation of the sounds that are underlined. Write them down. Practise reading.

- | | | | | |
|-------------------|-----------------------|-------------------|------------------|------------------|
| 1. <u>b</u> lue | 2. <u>b</u> ring | 3. <u>c</u> loudy | 4. <u>c</u> ross | 5. <u>q</u> uite |
| <u>b</u> lack | <u>b</u> read | <u>c</u> learly | <u>c</u> ry | <u>q</u> uietly |
| <u>b</u> lood | <u>B</u> ritain | <u>c</u> lean | <u>c</u> rash | <u>q</u> uickly |
| <u>b</u> lanket | <u>b</u> ridge | <u>c</u> lock | <u>c</u> rack | <u>q</u> uarter |
| <u>b</u> louse | <u>b</u> rother | <u>c</u> lothes | <u>c</u> risps | <u>q</u> uestion |
| 6. <u>p</u> layed | 7. <u>p</u> ractice | | | |
| <u>p</u> lease | <u>p</u> ronunciation | | | |
| <u>p</u> lenty | <u>p</u> ress | | | |
| <u>p</u> late | <u>p</u> retty | | | |
| <u>p</u> lug | <u>p</u> rogram | | | |

Ω

2. Repeat these words. Pay attention to the pronunciation of the sounds that are underlined. Write them down. Practise reading.

- | | | | | |
|-------------------|------------------|------------------|------------------|-------------------|
| 1. <u>s</u> leepy | 2. <u>s</u> tart | 3. <u>t</u> ry | 4. <u>s</u> pill | 5. <u>t</u> hree |
| <u>s</u> lowly | <u>s</u> tamps | <u>t</u> rouble | <u>s</u> peaking | <u>t</u> hrough |
| <u>s</u> lim | <u>s</u> till | <u>t</u> ree | <u>s</u> ports | <u>t</u> hrow |
| <u>s</u> lippery | <u>s</u> tand | <u>t</u> rain | <u>s</u> pade | <u>t</u> hrillers |
| <u>s</u> lippers | <u>s</u> tation | <u>t</u> rousers | <u>s</u> peeling | <u>t</u> hroat |

3 Many English words end in the sound "n" followed by another consonant. Listen to these words. Some of them end either in the sounds [n]+[s], [n]+[t] or [n]+[d]. If they do, write them in the table. If they don't, miss them out. The first three are done for you.

[n]+[s]	[n]+[t]	[n]+[d]
<i>since</i>	<i>want</i>	<i>friend</i>



4. Repeat the words in the box. Write down the transcription of the words.

*April library wardrobe Oslo apple - pie chocolate
biscuits toaster December tape recorder hospital
post office Bombay computer cornflakes bookshop
October armchair bookshelf London*

5. In this unit you will practise some of the consonant clusters that are found when a word beginning with a consonant follows a word ending with a consonant. For example, in "breakfast ce-real"

Match each word on the left with one of the words on the right. One is done for you.

<i>orange</i>	•	<i>time</i>	<i>film</i>	• •	<i>handed</i>
<i>arrival</i>	•	<i>music</i>	<i>girl</i>	• •	<i>friend</i>
<i>capital</i>	•	<i>juice</i>	<i>left</i>	• •	<i>television</i>
<i>classical</i>	• •	<i>city</i>	<i>portable</i>	• •	<i>star</i>



6. Sometimes, when two or more consonant sounds occur together across words, one of the sounds changes its pronunciation or may even be nearly missed out. This happens especially to [t] and [d]. Listen to these examples. Notice how the final [t] and [d] change.

last - last Saturday

next - next February

just - just look

and - and this

7. Repeat the rows of words and sentences after your teacher.

[s]	[ʃ]	[t]	[tʃ]
1. Sue	shoe	too	chew
2. scar	sheer	tear	cheer
3. sip	ship	tip	chip
4. sin	shin	tin	chin
5. mass	mash	mat	match

6. Did Sue choose her new shoes?

[s] [tʃ] [ʃ]

7. There's a chip on the tip of the ship.

[tʃ] [t] [ʃ]

8. Cass paid cash for the catch of the day.

[s] [ʃ] [tʃ]

9. Terry made a cherry pie for Sherry.

[t] [tʃ] [ʃ]

10. She's eating a cheese sandwich.

[ʃ] [tʃ] [s] [tʃ]

11. It's a good faith. It's a good fate. It's a good face. It's a good phase.

[θ] [t] [s] [z]

12. I went to Beth. I went to bet. I went to Bess. I went to bed.

[θ] [t] [s] [d]

13. The raid is set. The rate is set. The race is set. The raise is set.

[d] [t] [s] [z]

14. She began to ride. She began to write. She began to writhe. She began to rise.

[d] [t] [ð] [z]

15. Don't dip it. Don't tip it. Don't sip it. Don't zip it.

[d] [t] [s] [z]

16. I think there is zinc in the sink.

[θ] [z] [s]

17. Did you pass Pat on the path.

[s] [t] [θ]

18. Seth said to set the table.

[θ] [d] [t]

19. Dan is older than Stan.

[d] [ð] [s]

20. Sue is due at the zoo at two.

[s] [d] [z] [t]

6. The first word in each of the following pairs begins with the sound [r]. Write a letter in the blank before the second word to form a new [r]-consonant-blend word.

Example: ride bride

- | | |
|----------------------|----------------------|
| 1. read _read | 6. right _right |
| 2. rip _rip | 7. ream _ream |
| 3. row _row | 8. rain _rain |
| 4. rash _rash | 9. room _room |
| 5. round _round | 10. race _race |

7. Pronounce the words in each of the following groups. Write the number and corresponding phonetic symbol for the sound common to each list of words at the top of the column.

Pronunciation Key: 1. = [ʃ] as in **shoe** 4. = [dʒ] as in **jam**
 2. = [tʃ] as in **chair** 5. = [j] as in **you**
 3. = [ʒ] as in **beige** 6. = [z] as in **zoo**

Example: 1 [ʃ]
 shop
 shore
 shout
 show

- | | | |
|---|---|--|
| 1. _____ []
onion
union
million
billion | 5. _____ []
Russia
tension
passion
mission | 9. _____ []
cute
yawn
amuse
senior |
| 2. _____ []
chef
chute
chic
chiffon | 6. _____ []
agent
Egypt
soldier
college | 10. _____ []
ridge
angel
suggest
general |
| 3. _____ []
nature
picture
capture
furniture | 7. _____ []
chief
catch
question
ketchup | 11. _____ []
vision
rouge
garage
pleasure |
| 4. _____ []
division
occasion
explosion
television | 8. _____ []
rose
sneeze
eyes
cousin | 12. _____ []
season
bugs
husband
zone |

Please write down your homework. Read and pronounce the exercises. Learn the rule by heart. Give your examples to the consonants. Our lesson is over. Good bye!

THEME: CHAPTER II. THE ARTICULATORY PROCESSES. ASSIMILATION.

II. The aim of the lesson: To develop the students pronunciation.

III. Org. moment:

- 1) Greetings
- 2) Equipment of the lesson:
 - cards, books, tables
- 3) Homework
- 4) New theme
- 5) Exclamation of the new theme.
- 6) Mark. Homework



Good morning students. Let's check up your homework. Please, be more active. Today we do many exercises. Open your notebooks and be ready to write down the exercises.

Assimilation is a process of alteration of speech sounds as a result of which one of the sounds becomes fully or partially similar to the adjoining sound. The word "assimilation" is an example of this phenomenon. This Latin word is composed of the preposition "ad" — *to*, and the adjective "similis" *alike, similar*: ad-similatio — assimilatio: [ds>ss] ([d] under the influence of the following [s] was changed to [s]).

The nature of assimilation is determined by objective physical and physiological conditions. Assimilation exists in every language, but its laws and forms in each language depend on the historically formed articulatory tendencies, typical of every language, and specific phonetic structures.

Types of assimilation can be distinguished according to: (1) **direction**, (2) **degree of completeness**, (3) **degree of stability**.

Assimilation can affect the place of obstruction and the active organ of speech; the work of the vocal cords; the position of the lips; the position of the soft palate; the manner of the release of plosive consonants.

Direction of Assimilation. The influence of the neighbouring sounds in English can act in a *progressive, regressive or reciprocal (double)* direction.

When some articulatory features of the following sound are changed under the influence of the preceding sound, which remains unchanged, assimilation is called *progressive*. For example.

(1) The pronunciation of the plural suffix **-s** of nouns depends on the quality of the preceding consonant: it is pronounced as [z] after voiced consonants, eg *pens* [penz], *calls* [kɔ:lz] and as [s] after voiceless consonants, eg *desks* [desks], *books* [buks].

(2) Within the words *sandwich*, *grandmother*, etc under the influence of [n] the consonant [d] changed into [n] and then disappeared, eg *sandwich* ['sænnwɪdʒ > 'sænwɪdʒ].

When the following sound influences the articulation of the preceding one assimilation is called *regressive*. For example, within the word *width* and in the word combination *in them*, the alveolar [d] and [n] become dental, before the interdental [θ] and [ð].

This type of assimilation is common both in English and in Russian. Assimilation in Russian acts mainly in regressive direction, progressive assimilation being rather rare in this language, eg *капля*, *тревóра*. The sonorants [л] and [р] are partly devoiced under the influence of the preceding voiceless [п] and [т].

Reciprocal or *double* assimilation means complex mutual influence of the adjacent sounds. For example, within the word *tree* [tri:] the sonorant [r] is partly devoiced under the influence of the voiceless [t] and the alveolar [t] becomes post-alveolar before the post-alveolar [r].

Degree of Completeness. According to its degree, assimilation can be complete and incomplete. Assimilation is called *complete* in the case the two adjoining sounds become alike or merge into one. It always takes place when the two sounds differ only in one articulatory feature. We find cases of complete assimilation within words, eg *cupboard* ['cʌpbəd > 'cʌbəd]; and at the word junction in fluent speech, eg *less shy* ['les 'ʃaɪ > 'leʃʃaɪ].

Complete assimilation is also found in Russian, eg *оме- лать*, *отдать*; *сжать*, *без сил*, *голос женщины*, *брат груга*.

Assimilation is called *incomplete* when the likeness of the adjoining sounds is partial as the assimilated sound retains its major articulatory features. For example, the sonorants [w, l, r] are partly devoiced when preceded by the voiceless fortis [p, t, k, s, f, θ] within words: *sweet* [swɪt], *place* [pleɪs], *try* [tɹaɪ].

Degree of Stability. Many assimilatory phenomena of older stages in the development of the language have become *obligatory* in modern English, they may, or may not be reflected in spelling. Such changes which have taken place over a period of time within words are called *historical*, eg *orchard* [ort + vɜːdɪ — 'ɔːtɪəd > 'ɔːfəd].

In phonic variants characteristic of the natives' speech. The use of

the

to mispronunciation and may be one of the causes of a foreign accent making understanding difficult. For example, a dental allophone of the alveolar [t] should be used when it is followed by (inter)dental [θ] or [ð] as in *eighth* [eɪtθ].

Besides there are a lot of widely spread but *non-obligatory* cases of assimilation which can be traced mainly at word boundaries, eg

ten minutes ['ten 'mɪnɪts > 'tem'mɪnɪts]

ten girls ['ten 'gɜ:lz > 'ten'gɜ:lz].

Non-obligatory assimilations are characteristic of fluent or careless speech and should be avoided by public speakers (lecturers, teachers, etc).

Quality of Adjacent Sounds. According to the quality of the adjacent sounds there can be four special cases of contact assimilation: (1) influence of a consonant on the adjacent consonant, (2) influence of a vowel on the adjacent vowel, (3) influence of a consonant on the adjacent vowel, (4) influence of a vowel on the adjacent consonant. We shall consider only the first case here.

1. Pronounce the following words and phrases observing the assimilation of the consonants [n], [l], [s], [z] to [ŋ] and [θ]

(1) *although, breath, enthusiasm, cutthroat, aesthetic, spend-thrift*

(2) *'read the ,book, 'write the ,letter, 'open the ,book, 'spell this ,word, 'fight the ,enemy, 'call the ,doctor, 'pass the ,word, 'eat the ,apple, 'don't 'lose the ,key*

2. Pronounce the following words observing the assimilation of the consonants in the clusters: [kl], [pl], [kr], [pr], [θr], [tr], [kw], [tw] and [sw]. Write down the transcription of the words.

(1) *close, cloth, claim, clerk, class, clasp*

(2) *place, play, please, plastic, platform, playwright*

(3) *cram, crash, crises, crazy, cream, cricket, crime, cripple, cry*

(4) *practice, praise, preface, press, prefix, predicate, promise, present*

(5) *thread, three, thrill, throat, through, throw, thrust*

(6) *trace, track, trade, traffic, tragedy, train, tram, transitive, try, tremble*

(7) *quick, quarter, quiet, squash, queer, question, quit, quiz, quote*

(8) *twelve, twenty, twilight, twin, twinkle, twist*

(9) *swim, swallow, swan, sweet, sweat, swift*

3. Pronounce the following words and phrases without assimilating any sounds in them. Write down the transcription.

(1) *absent, absolute, absurd, absorb;*

(2) *subcommittee, subsequent, subside, substance, substitute;*

(3) *blackboard, textbook, back-bone, background;*

(4) *cheap book, sick baby, dust bin, top branch, jump down, an English book, that book, sit down, a back garden, we like jam, lock the door;*

(5) *these people, had to do, a hard cover, a good pudding;*

Please write down your homework. Read and pronounce the exercises. Learn the rule by heart. Give your examples to the consonants. Our lesson is over. Good bye!

