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FILOLOGIYA FAKULTETI
INGLIZ TILI VA LEKSIKA-STILISTIKA
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AMALIY FONETIKA FANIDAN
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Bayonnoma № _____ 2011 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 hands, please.

Our lesson is over, Good bye.

I. Theme: ABC. Letters and Sounds.

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

III. Org. moment:

1) Greetings

2) Equipment of the lesson:

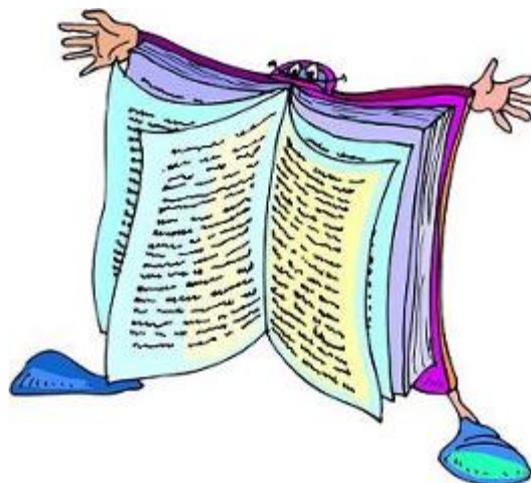
- cards, books, tables

3) Homework

4) New theme

5) Exclamation of the new theme.

6) Mark. Homework



Good morning. Is everybody here?

Be ready for the lesson. Now, who wants to 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. 6 of 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 divided into vowels and consonants. Vowels are sounds of pure musical tone while consonants may be either sounds in which noise prevails over tone (noise consonants) or sounds in which tone prevails over noise (sonorants).

The single sound of speech is called a **phone**. A phoneme is the smallest undivided meaningless unit of a language. There are 44 phonemes in English: 20 vowel phonemes and 24 consonant phonemes.

Key to Phonetic Symbols

Vowels		Consonants	
Symbol	Examples	Symbol	Examples
[i:]	<u>ea</u> t <u>se</u> e	[b]	<u>be</u> d <u>ab</u> out
[ɪ]	<u>it</u>	[d]	<u>do</u> <u>si</u> de
[e]	<u>en</u> d <u>pe</u> n	[f]	<u>fi</u> ll <u>sa</u> fe
[æ]	<u>ap</u> ple <u>blac</u> k	[g]	<u>go</u> od <u>bi</u> g
[a:]	<u>ar</u> m <u>par</u> t	[h]	<u>ha</u> t <u>beh</u> ind
[ɒ]	<u>oppo</u> site <u>stop</u>	[j]	<u>ye</u> s <u>yo</u> u
[ɔ:]	<u>alw</u> ays <u>mor</u> e	[k]	<u>ca</u> t <u>wee</u> k
[u]	<u>wou</u> ld <u>stoo</u> d	[l]	<u>lo</u> se <u>allo</u> w
[u:]	<u>yo</u> u <u>choo</u> se	[m]	<u>me</u> <u>lan</u> p
[ʌ]	<u>up</u> <u>luc</u> k	[n]	<u>no</u> <u>an</u> y
[ɜ:]	<u>ear</u> ly <u>bir</u> d	[p]	<u>pu</u> t <u>stop</u>
[ə]	<u>ago</u> <u>doct</u> or	[r]	<u>ru</u> n <u>arou</u> nd
[eɪ]	<u>eigh</u> t <u>da</u> y	[s]	<u>soo</u> n <u>us</u>

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



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 speech".

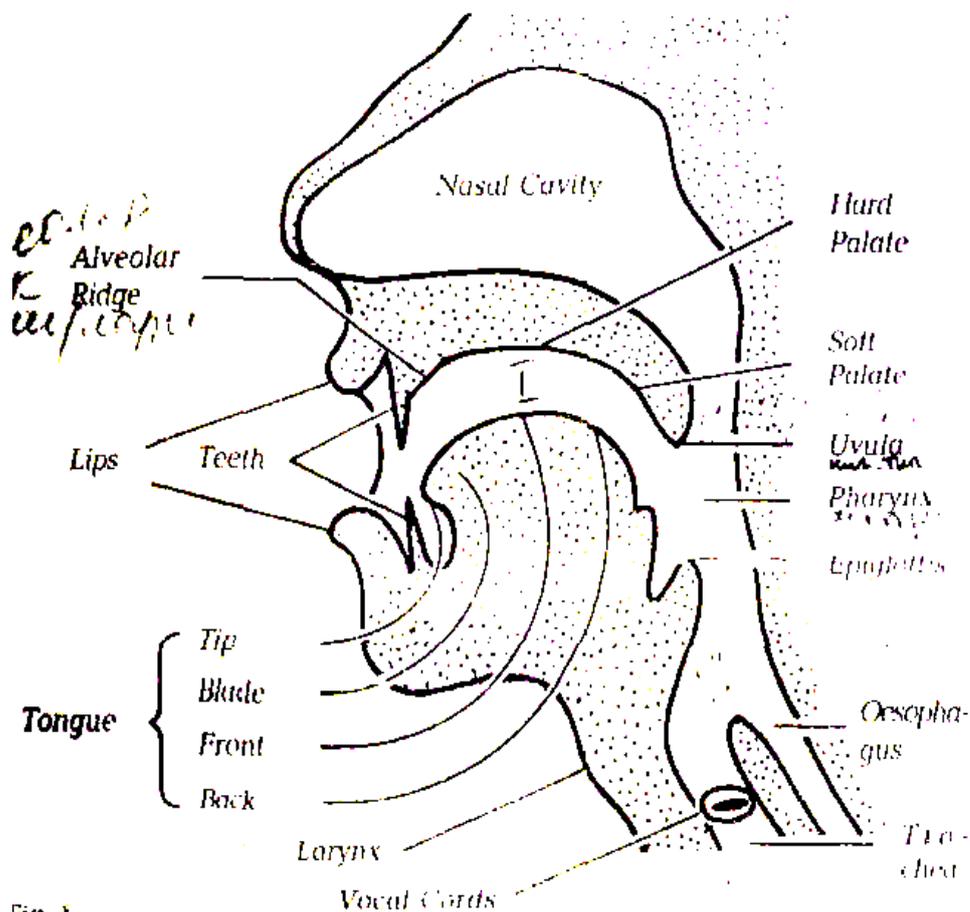


Fig. 1

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 | og'iz bo'shlig'i |
| b) the nasal cavity | – burun bo'shlig'i |
| c) the pharynx | – halqum |
| d) the lips | – lablar |
| e) the teeth | – tishlar |
| f) the tongue | – til |
| 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) **active** 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) **passive** organs of speech: (a) the teeth, (b) the teeth ridge, (c) the hard palate and (d) the walls of the resonators.

The organs of speech are divided into **movable** and **fixed**.

The movable speech organs take an active part in the articulation of speech – sounds and are called active organs of speech.

The fixed speech organs with which the active organs form obstruction are called passive organs of speech.

Speech sounds are divided into vowels and consonants. Vowels are sounds of pure musical tone while consonants may be either sounds in which noise prevails over tone (noise consonants) or sounds in which tone prevails over noise (sonorants).

The single sound of speech is called a **phone**. A phoneme is the smallest undivided meaningless unit of a language. There are 44 phonemes in English: 20 vowel phonemes and 24 consonant phonemes.

EXERCISE № 1. Read the following vowel and consonant phonemes

Vowels			Consonants		
Symbol	Examples		Symbol	Examples	
[i:]	<i>ea<u>t</u></i>	<i>se<u>e</u></i>	[b]	<i>be<u>d</u></i>	<i>ab<u>o</u>ut</i>
[ɪ]	<i>it</i>	<i>si<u>t</u></i>	[d]	<i>do</i>	<i>si<u>d</u>e</i>
[e]	<i>en<u>d</u></i>	<i>pe<u>n</u></i>	[f]	<i>fi<u>ll</u></i>	<i>sa<u>f</u>e</i>
[æ]	<i>ap<u>pl</u>e</i>	<i>bl<u>ac</u>k</i>	[g]	<i>go<u>o</u>d</i>	<i>bi<u>g</u></i>
[a:]	<i>ar<u>m</u></i>	<i>pa<u>r</u>t</i>	[h]	<i>ha<u>t</u></i>	<i>beh<u>in</u>d</i>
[ɔ]	<i>op<u>po</u>site</i>	<i>sto<u>p</u></i>	[j]	<i>ye<u>s</u></i>	<i>yo<u>u</u></i>
[ɔ:]	<i>al<u>wa</u>ys</i>	<i>mo<u>r</u>e</i>	[k]	<i>ca<u>t</u></i>	<i>wee<u>k</u></i>
[u]	<i>w<u>ou</u>ld</i>	<i>sto<u>o</u>d</i>	[l]	<i>lo<u>s</u>e</i>	<i>all<u>o</u>w</i>
[u:]	<i>yo<u>u</u></i>	<i>cho<u>o</u>se</i>	[m]	<i>me</i>	<i>lan<u>g</u>u</i>
[ʌ]	<i>u<u>p</u></i>	<i>lu<u>ck</u></i>	[n]	<i>no</i>	<i>ag<u>o</u></i>
[ɜ:]	<i>ea<u>r</u>ly</i>	<i>bi<u>r</u>d</i>	[p]	<i>pu<u>t</u></i>	<i>sto<u>p</u></i>
[ɝ]	<i>ag<u>o</u></i>	<i>do<u>ct</u>or</i>	[r]	<i>ru<u>n</u></i>	<i>ar<u>o</u>und</i>
[eɪ]	<i>ei<u>g</u>ht</i>	<i>da<u>y</u></i>	[s]	<i>so<u>o</u>n</i>	<i>u<u>s</u></i>

[əʊ]	<i>o<u>p</u>en</i>	<i>ph<u>o</u>ne</i>	[t]	<i>ta<u>k</u></i>	<i>la<u>s</u>t</i>
[aɪ]	<i>ey<u>e</u>s</i>	<i>dr<u>i</u>ve</i>	[v]	<i>ve<u>r</u>y</i>	<i>li<u>v</u>e</i>
[aʊ]	<i>o<u>u</u>t</i>	<i>no<u>w</u></i>	[w]	<i>w<u>i</u>n</i>	<i>sw<u>i</u>m</i>
[ɔɪ]	<i>bo<u>y</u></i>	<i>jo<u>i</u>n</i>	[z]	<i>zo<u>o</u></i>	<i>lo<u>v</u>e<u>s</u></i>
[ɪə]	<i>ea<u>r</u></i>	<i>nea<u>r</u></i>	[ʃ]	<i>sh<u>i</u>p</i>	<i>pu<u>s</u>h</i>
[eə]	<i>ai<u>r</u></i>	<i>wea<u>r</u></i>	[ʒ]	<i>mea<u>s</u>ure</i>	<i>usa<u>l</u></i>
[ʊə]	<i>su<u>r</u>e</i>	<i>to<u>u</u>rist</i>	[ŋ]	<i>si<u>n</u>g</i>	<i>hop<u>i</u>ng</i>
			[tʃ]	<i>chea<u>p</u></i>	<i>ca<u>t</u>ch</i>
			[θ]	<i>th<u>i</u>n</i>	<i>ba<u>t</u>h</i>
			[ð]	<i>th<u>e</u>n</i>	<i>oth<u>e</u>r</i>
			[dʒ]	<i>ju<u>n</u>e</i>	<i>ag<u>e</u></i>

EXERCISE № 2. Learn The ABC Song

**A B C D E F G H I J K L M N O P
Q R S T U V W X Y and Z**

**This is called the alphabet
Which we never must forget.**

Homework. To learn the rule by heart. Read the ex. № 1-2.

Our lesson is over, Good bye.

I. 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

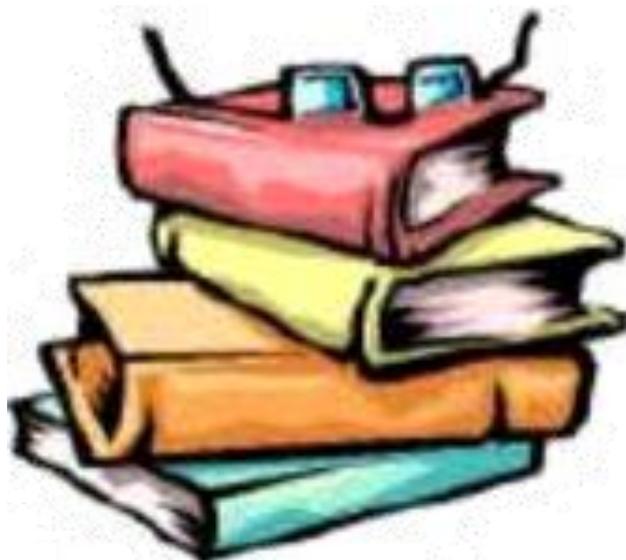
4) New theme

5) Exclamation of the new theme.

6) Mark. Homework

What was your homework?

Well, who wants to answer the questions? If anybody wants, please raise your hands. Then I'll give your mark. Today we are going to do phonetic drills.



1) Practice the following.

a) <i>pea</i>	<i>port</i>	<i>happy</i>	<i>map</i>
<i>tea</i>	<i>talk</i>	<i>city</i>	<i>sit</i>
<i>key</i>	<i>coat</i>	<i>lucky</i>	<i>silk</i>
b) <i>thin</i>	<i>path</i>	<i>they</i>	<i>bath</i>
<i>thick</i>	<i>mother</i>	<i>that</i>	<i>smooth</i>
<i>theme</i>	<i>tooth</i>	<i>this</i>	

2) Match the words in each group that contain the same vowel sound:

<i>watch</i>	• <i>good</i>	<i>just</i>	• • <i>push</i>	<i>blood</i>	• • <i>book</i>
<i>looks</i>	• <i>stopped</i>	<i>got</i>	• • <i>lunch</i>	<i>not</i>	• • <i>long</i>
<i>shut</i>	• • <i>stuck</i>	<i>put</i>	• • <i>cough</i>	<i>cook</i>	• • <i>cut</i>

3) Repeat the words in box A, then the words in box B.

<i>A.</i>	<i>bill</i>	<i>tin</i>	<i>B.</i>	<i>bell</i>	<i>ten</i>
	<i>fill</i>	<i>will</i>		<i>fell</i>	<i>well</i>
	<i>lift</i>	<i>spill</i>		<i>left</i>	<i>spell</i>
	<i>lit</i>	<i>till</i>		<i>let</i>	<i>tell</i>

4) Read the words given below. The boldface words in the following phrases and sentences should be pronounced as accurately as possible.

1. Leave me **alone**.
2. lots of **luck**
3. Please **believe** me.
4. See you **tomorrow**.
5. I'm very **sorry**.
6. Carry that **load** down the road.
7. **Jerry** likes **jelly** and **bread**.
8. We had a **fright** on that **flight**.
9. The crew had no **clue** of the storm.
10. **His** **cousin** comes from New Zealand.
11. There are **zebras** and **lions** at the **zoo**.
12. **Tell** the **teacher**.
13. **Tim** **bought** two **tickets**.
14. **Send** **dad** a **birthday** card.
15. What **did** you **order** for **dinner**?
16. The baby got his **third** **tooth** this **month**.

2. Transcribe and intone the sentences below. Pay attention to the differentiatory function of stress in the italicized words.

1. a) He spoke with no trace of *accent*. b) The way you *accent* these words tells me you were not born in England. 2. a) That's very *abstract*. b) One can *abstract* several general rules from an examination of these facts. 3. a) He was not on the *missing list*. b) They couldn't find the *missing list*, it's been missing for several days. 4. a) "That's what I call a *silver tip*" the taxi-driver said contentedly. b) *This is obviously a silver tip*, no other metal would have been strong enough for the job. 5. a) You will need a *permit* in order to visit that place. b) The job has to be done very quickly; it does not *permit* of any delay. 6. a) We entered a very *dark room*. b) A *darkroom* is a room for photographic processing. 7. a) Who is going to *refund* our losses? b) The *refund* did not amount to too much but it was extremely welcome. 8. a) This is all the *spending money* you'll get from me for this month. b) *Spending money* is easy; making it may prove more of a **problem**.

Homework. To read the exercises.

Our lesson is over, Good bye.

I. THEME: UNIT 2. THE CLASSIFICATION OF ENGLISH VOWEL 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

3) Homework

4) New theme

5) Exclamation of the new theme.

6) Mark. Homework

Are you ready for the lesson?

Is everybody here?

Well, now we'll begin our lesson.

Who can tell us the homework?



Our new theme is “The classification of English vowel phonemes”.

A vowel is a voiced sound produced in the mouth with no obstruction to the air stream. The English vowel phonemes are divided into two large groups: monophthongs and diphthongs.

A monophthong is a pure (unchanging) vowel sound. There are 12 monophthongs in English. They are as follows: [i:], [ɪ], [e], [æ], [a:], [ɔ], [ɒ], [u], [u:], [ʌ], [ə], [ə].

Two of them [i:] and [u:] are diphthongized (diphthongoids).

A diphthong is a complex sound consisting of two vowel elements pronounced so as to form a single syllable. The first element of an English diphthong is called the nucleus. The second element is called the glide (it is weak). There are eight diphthongs in English. They are: [eɪ], [ʊə], [aɪ], [aʊ], [ɪɪ], [ɪə], [eə], [əʊ].

The English monophthongs may be classified according to the following principles:

- I. According to the tongue position
- II. According to the lip position
- III. According to the length of the vowel.
- IV. According to the degree of tenseness.

According to the position of the bulk of the tongue vowels are divided into 5 groups:

- | | |
|-----------------------|-------------------------------------------------------|
| (A) front | [i:], [e], [æ] and the nucleus of [eə] |
| (B) front – retracted | [ɪ] and the nucleus of the diphthongs [aɪ] and [aʊ] |
| (C) central | [ʌ], [ə:], [ə] and the nucleus of [əʊ] |
| (D) back | [ɔ], [ɔ:], [u:] and the nucleus of the diphthong [ɔɪ] |
| (E) back – advanced | [ɑ:], [u] |

According to the height of the raised part of the tongue vowels are divided into 3 groups:

- | | |
|---------------------|----------------------------------------------------|
| (A) Close or High | [i:], [ɪ], [u:], [u] |
| (B) Open or Low | [æ], [ɑ:], [ɔ], [ʌ], and the nucleus of [aɪ], [aʊ] |
| (C) Mid–Open or Mid | [e], [ə:], [ə], [ɔ:] and the nucleus of [eə], [əʊ] |

According to the lip position vowels may be rounded and unrounded.

Rounded vowels are [ɔ], [ɔ:], [u], [u:] and nucleus of [əu], [ɔɪ], unrounded vowels are [i:], [ɪ], [e], [æ], [ɛ:], [ʌ], [ə:], [ə].

According to the length vowels may be long and short.

Long vowels are [i:], [a:], [ɔ:], [u:], [ə:]

Short vowels are [ɪ], [e], [æ], [ʊ], [ɒ], [ʌ], [ə]

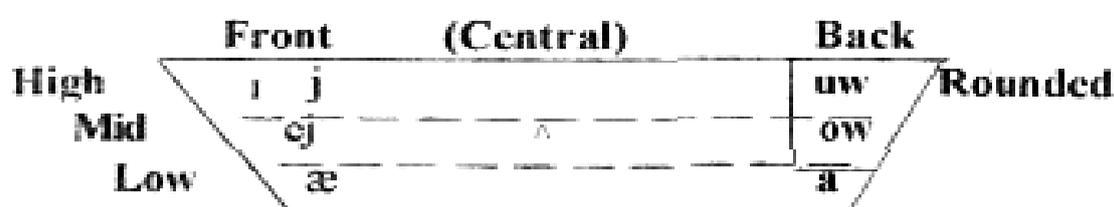
According to the degree of tenseness vowels are divided into tense and lax.

All the English long vowels are tense [i:], [ɛ:], [ɔ:], [u:], [ə:]

Lax vowels are all short vowels [ɪ], [e], [æ], [ɒ], [ʊ], [ʌ], [ə]

As the American and British vowel systems are not identical, two separate tables are provided to illustrate the difference.

Basic Tongue Position for American English Vowels



American English Vowels
(tense vowels are underlined)

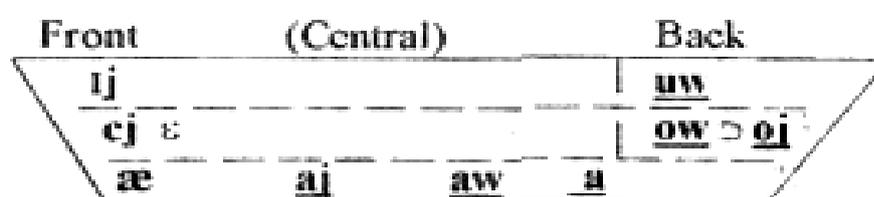
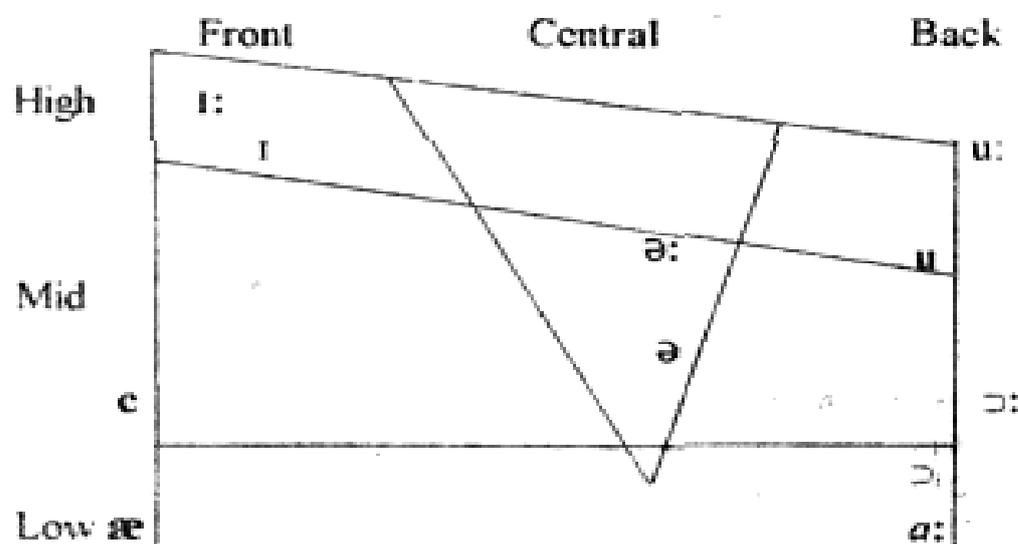


Table of British English Vowels.



To make the classification more precise it is necessary to distinguish broad and narrow variants of close, mid and open vowels. The classification of English and Russian vowels looks like this:

Close vowels	narrow variant	the English [i, u] the Russian [и, ы, у]
	broad variant	the English [ɪ, ʊ]
Mid vowels	narrow variant	the English [e, ɜː, ɝ] the Russian [э]
	broad variant	the English [ʌ, ə, ɛ] the Russian [о]
Open vowels	narrow variant	the English [ɔː, ɒ]
	broad variant	the English [æ, ɑː, ɒ, ʌ] the Russian [а]

3. Copy out the text. Observe correct rhythmic groups. Mark the stresses and tunes. Transcribe and underline v, c

Cutting Off with a Shilling

Sheridan, the famous English playwright, wanted his son Tom to marry a young woman of a large fortune. The youth was in love with a penniless girl and refused pointblank to obey his father.

Out of patience with his son, Sheridan threatened him: "If you don't immediately obey me, I shall cut you off with a shilling." "When you really make up your mind to cut me off with a shilling," said the youth, "you will have to borrow it first, sir."

Sheridan burst out laughing and dropped the subject altogether.

Homework. To learn the rule by heart.

Our lesson is over, Good bye.

I. Theme: Monophthongs

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

Are you ready for the lesson?

Well, look at the blackboard and find the definition of the vowels.

Write down your own examples to them and read them. Answer the questions on the blackboard.

Our new lesson is "Monophthongs".



EX 1. Rewrite using ordinary letters

'twailait.

baɪ 'baɪərən.

It ɪz ði 'aʊə | wɛn frəm ðə 'baʊz |
ðə 'nɑ:ɪŋgeɪlz 'haɪ 'nɔ:t ɪz 'hæ:d, |
It ɪz ði 'aʊə wɛn 'lʌvəz 'vaʊz |
si:m 'swɪ:t ɪn 'evrɪ 'wɪspəd 'wæ:d; |
ænd 'dʌsntl 'wɪndz, | ænd 'wɔ:təz 'nɪə, |
meɪk 'ɪnju:zɪk tə ðə 'ləʊnlɪ 'rə. |
'i:tʃ 'flaʊə ðə 'dʒu:z həv 'laɪtlɪ 'wet, |
ænd 'ɪn ðə 'skaɪ ðə 'ɪstɑ:z a: 'met, |
ænd 'ɔ:n ðə 'weɪv ɪz 'ɪ'di:pə 'blu:, |
ænd 'ɔ:n ðə 'li:f ə 'braʊnə 'hju:, |
ænd 'ɪn ðə 'hevn | ðæt 'klɪər əb'skjʊə, |
sou 'sɔ:ftlɪ 'dɑ:k, | ænd 'dɑ:kli 'pʃuə, |
wɪtʃ 'fɔ:louz ðə dɪ'klaɪm əv 'deɪ, |
əz 'twailait 'melts bɪ'nɪ:θ ðə 'ɪmu:n ə'weɪ. |

ði 'ærou ænd ðə 'sɔ:ŋ. |
baɪ 'lɔ:ŋfelou. |

aɪ 'ʃɔ:t ən 'ærou ɪntə ði 'eə, |
ɪt 'fel tu 'ə:θ, | aɪ 'nju: nɔ:t 'weə; |
fɔ:, 'səʊ 'swɪftlɪ ɪt 'flu:, | ðə 'saɪt |
'kʊd nɔ:t 'fɔ:ləʊ ɪt ɪn ɪts 'flaɪt. |
aɪ 'brɪ:ðd ə 'sɔ:ŋ ɪntə ði 'eə, |
ɪt 'fel tu 'ə:θ, | aɪ 'nju: nɔ:t 'weə; |
fɔ:, 'hu: hæz 'saɪt sou 'ɪki:n ænd 'strɔ:ŋ, |
ðæt ɪt kæn 'fɔ:lou ðə 'flaɪt əv ə 'sɔ:ŋ? |
'lɔ:ŋ, 'lɔ:ŋ 'ɑ:ftəwəd, | ɪn ən 'əʊk |
aɪ 'faʊnd ði 'ærou, | 'stɪl ʌn'brəʊk; |
ænd ðə 'sɔ:ŋ, | frəm bɪ'gɪnɪŋ tu 'end, |
aɪ 'faʊnd ə'ðeɪm ɪn ðə 'ɪhɑ:t əv ə 'frend. |

I. Theme: Diphthongs

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

Are you ready for the lesson?

Well, look at the blackboard and find the definition of the vowels.

Write down your own examples to them and read them. Answer the questions on the blackboard.

Our new lesson is "Diphthongs".

[ei]

a – take, paper, made

ai, ay – main, say

ei, ey – vein, grey, they

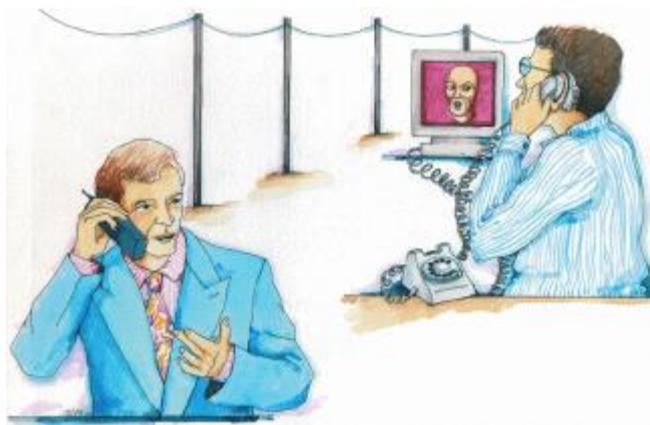
eigh – eight, neighbour

Definition. The nucleus of the diphthong is front, mid (narrow variant), unrounded.

[i]

oi – oil, noise

oy – boy, enjoy



Definition. The nucleus of the diphthongs is back, open (narrow, variant), slightly rounded.

[u] [ou]

o – so, home

oa + consonant – boat, road

ow – k now, fellow

ou – shoulder, thought

o + st – most, post

o + ll – roll, poll

o + ld – told, cold

Definition. The nucleus of the diphthong is central, mid (narrow variant) unrounded.

Ex 1. Read, transcribe and pronounce the following words.

aim, aid, day, bay, name, same, late, fate.

lay – lain – lake

gay – gaze – gate

bay – bade – bake

hay – haze – hate

boy, toy, boil, coin, choice, voice, oil, oiler

so, go, tone, home, note, hope, old, only.

Ex 2. Reading matter.

Snow came in the night without a sound.

Like a white cloud

Trembling down to the ground.

Ex 3. Write down in spelling.

ou	low	noun	nout	sou	sou
oun	gou	koul	kout	ou	nou
ounli	sou	soul	souk	dount	
oupn	bilon	boun	bout		

ei lei – leid – leit

eid mei – meid – meit

eit sei – seiv – seit

Homework

To learn the rules by heart.

Read the exercises below.

To learn the diphthongs

Give the examples to them and write down

Our lesson is over, Good bye.

Theme: Diphthongoids.

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. What was your homework for today? Are you ready? Can you give your examples to recommend for the English centring diphthongs

Our new lesson is "Diphthongoids".

In the pronunciation of diphthongoids the articulation is slightly changing but the difference between the starting point and the end is not so distinct as it is in the case of diphthongs. There are two diphthongoids in English [i:, u:].

Ex 1. Read and pronounce.

[i:]

[u]

si:	mi:t	fi:l	fi:t	fi:d	l:v	li:v
ni:	si:t	fi:d	ni:d	n:d	bi:f	li:f
mi:	ni:t	bi:m	si:d	si:d	bi:d	li:d

li:n	li:t	li:p	bi:t	di:d	bi:	bi:n
si: - si:d - si:t			sit – si:t			
ni: - ni:d - ni:t			pit – pi:t			
di: - di:d - di:d			liv – li:v			
bi: - bi:n - bi:t			lid – li:d			

Ex 2. Read and pronounce.

hu:	hu:z	bu:t	dgu:n
zu:	lu:z	su:p	dgu:lai
tu:	mu:v	tu:0	mu:vi
du:	fu:d	u:t	glu:mi

[i:]

- e - be, scene, complete
- ee - see, been, meet
- ea - sea, mean, beat
- ie - field, believe, belief
- ei, y - bay, receive,
- i - police

Definition: [i:] is front, close (narrow variant), unrounded, long.

[u:]

oo - soon, mood, boot
o - to, lose, through
ou - through, wound, soup
u - rule, June

ew, ue, ui, oe – news, due, suit, shoe.

Definition: [u:] is back close (narrow variant), rounded, long.

Ex 3. Transcribe and pronounce.

easy, eager, sea, tea, seem, please, meat, weak, do.

me – meal - meat, who

fee – feel - feet, rule

tea – team - teeth, move

lea – leave - leaf, roof, group.

Ex 4. Transcribe and read the following word contrast.

pill – peal cue – queued – cute

sin – seen you – use (v) - use – (n)

slip – sleep pull – pool, full – fool

sit – seat should – shoed

would – wooed

Homework. Please write down your homework. Read and pronounce the exercises. Our lesson is over.

THEME: SOUNDS AND THEIR NUMBERS.

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

III. Org. moment:

1) Greetings

2) Equipment of the lesson:

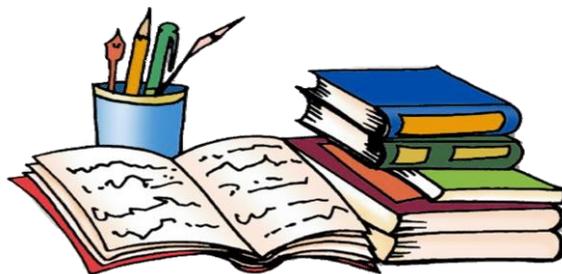
- cards, books, tables

3) Homework

4) New theme

5) Exclamation of the new theme.

6) Mark. Homework



Good morning students. What was your homework today? Are you ready? Can you give your examples to recommend for the English diphthongoids

Our new lesson is “Sounds and their numbers”.

EXERCISE 1. Read and learn.

PROVERBS ON SOUNDS

1. [ɪ:] A friend in need is a friend indeed
2. [ɪ] As fɪt as a fɪdle
3. [e] All is well, that ends well
4. [æ] One man is no man
5. [a:] He laughs best who laughs last
6. [ɔ] Honesty is the best policy
7. [ɔ:] New lords – new laws
8. [u] By hook or by crook
9. [u:] Soon learnt, soon forgotten
10. [ʌ] Every country has its customs
11. [ə:] It's an early bird that catches the worm
12. [ə] As like as two peas
13. [eɪ] No pains no gains
14. [əu] There's no place like home
15. [aɪ] Out of sight out of mind
16. [au] From mouth to mouth
17. [ɔɪ] The voice of one man is the voice of no one
18. [rə] Near and dear
19. [eə] Neither here not there
20. [uə] What can't be cured must be endured

EXERCISE 2. Read and transcribe.

SENTENCES ON SOUNDS

1. [i:]
a) A sailor went to sea
To sea what he could see
But all he could see was sea, sea, sea.
b) If all the seas were one sea, what a great sea
that would be.
2. [ɪ]
a) It's a pity that little Kitty lives in a big city.
b) Little Bill, sit still. Will you sit still little Bill?
If you sit still, little Bill, Jimmy Nill will bring
you to a big hill.
3. [e]
a) Get ten eggs ready for breakfast.
b) Every day in every way
The weather is getting better and better.
4. [æ]
a) That's the man, who sat on my hat in a tram.
b) Once there lived a Tad, who was always very
sad. For he hadn't any mother and he hadn't
and dad.
5. [ɑ:]
a) Who'll run faster?
You or I?
Who'll laugh loudest?
Let us try.
6. [ɔ]
a) Lots and lots of clocks and watches have
gone wrong.
b) As I was going along, along
And singing a comical song, song
The lane I went was so long, long
And the song I sang was long, long
And so I went singing along.
7. [ɔ:]
a) George was born in August.
b) I saw more then forty horses.
8. [u]
a) A cook took a good look at the cookery book.
b) It is good he could go on foot.
9. [u:]
a) No news is good news.
b) Jane's new suit is blue.
10. [ʌ]
a) Mother just come from the market.
b) For every evil under the sun
There is a remedy or there is none.
If there is one, try to find it,

- If there is none, never mind it.
11. [ə:] a) A journalist made a journey over Japan.
b) Early to bed and early to rise
Makes a man healthy, wealthy and wise.
12. [ə] a) Spades for digging, pens for writing.
Ears for hearing, teeth for biting.
Eyes for seeing, legs for walking.
Tongues for tasting and talking.
b) You can think better after a night's sleep.
13. [eɪ] a) David Jane and Kate came late.
b) Rain, rain, go away.
Come again another day,
Little Johnny wants to play.
14. [əʊ] a) Oh, no, don't go home alone. Nobody knows
how lonely the road is.
b) Soames never boasts of what he knows.
15. [aɪ] a) Beauty lies in lovers eyes.
b) Stop piping the eye like the crocodile.
16. [aʊ] a) What have you found out about it?
b) Out of sight out of mind.
17. [ɔɪ] a) Her naughty boy destroyed all his toys.
b) The noise is annoying.
18. [ɪə] a) Without a tongue, without an ear
I can speak and sing and hear.
b) Steer clear of him.
19. [eə] a) Take care of minutes and the hours will take
care of themselves.
b) Mary wears her hair long.
20. [uə] a) The air is fresh and pure here.
b) Curiosity is incurable.
c) He is a doer for sure.

Homework. Please write down your homework. Read and transcribe, pronounce the exercises. Our lesson is over.

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 note-books and be ready to write down the exercises.

Ex 1. Read the following words paying special attention to correct pronunciation.

[i:]		[ɪ]	
be	bead	did	it
he	heed	bid	bit
fee	feed	lid	kit
see	seed	kid	pit
tea	teas	pill	nip
pea	peas	nib	nip
knee	knees	rib	tip

[i:]	-	[I]
beat	-	bit
seat	-	sit
feet	-	fit
eat	-	it
cheap	-	chip
leak	-	lick
peak	-	pick
read	-	rid
deed	-	did
lead	-	lid
teen	-	tin
bean	-	bin
neel	-	nill
peel	-	pill

Ex 2. Transcribe and intone the following sentences. Practice reading them in pairs.

[æ] 1. Ann has plaits and black slacks.

2. Harry has a hacking jacket.

[e] 1. Very well then

2. Success went to Ned's head.

[æ] – [e] – 1. A black cat sat on a mat and ate a fat rat.

2. Ted has Dad's hat on his head.

Ex 3. Read the following sense – groups, mind the rhythm and information.

a) a rat, a fat rat, catching a fat rat, a cat catching a fat rat, a black cat catching a fat rat.

b) his hands, clapping his hands, a man clapping his hands, a fat man clapping his hands is Pat's Dad.

c) a hat, a black hat, Pat's black hat, a cat is in Pat's black hat, a black cat is in Pat's black hat, Pat's black cat is in Pat's black hat.

Our lesson is over. Please write down your homework. Read and pronounce the below exercises. Learn the proverbs by heart.

THEME: READING RULES OF ENGLISH VOWELS. VOWELS IN STREST AND IN UNSTRESSED SYLLABLES.

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. What was your homework for today? Are you ready? Can you give your examples to recommend for the English diphthongs, letter combinations

Our new lesson is “READING RULES OF ENGLISH VOWELS. VOWELS IN STREST AND IN UNSTRESSED SYLLABLES”.

A a	Stressed Syllable		
	Open syllable	[eɪ]	take, place, name, cake, state
	Close syllable	[æ]	map, sat, stand, happy, apple
	Before r	[ɑ:]	car, art, dark, farm, party
	Before re	[eə]	care, bare, share, prepare
	Unstressed Syllable	[ə]	ago, about, legal, formal
	Letter Combinations		
	ai, ay	[eɪ]	main, chair, day, way, play
	aw, au	[ɔ:]	saw, law, autumn, cause
	ar after w	[ɔ:]	war, warm, warn
ar after qu	[ɔ:]	quarter, quarrel	
an + consonant	[ɑ:]	answer, dance, chance	
a + ss, st, sk	[ɑ:]	class, last, ask, task	
a + ft, a + th	[ɔ:]	after, craft, bath, rather	
w (h) + a	[ɔ:]	watch, wash, was, what, want	
	Stressed Syllable		
	Open syllable	[i:]	be, he, me, see, meter, Peter
	Close syllable	[e]	best, next, left, smell

E e	before r before re Unstressed Syllable	[ə:] [ɪ ə] [ɪ] [ə]	her, term, verse here, mere, severe begin, return, because, between, mother, father, corner, over
	Letter Combinations ee, ea ea + d Exceptions: ei + gh ew ey ee, ea + r ear + consonant	[i:] [e] [eɪ] [ju:], [u:] [eɪ] [ɪ ə] [ɔ:]	green, seem, sea, clean bread, head, already eight, weight few, new, grew, blew grey, obey deer, dear, hear, appear learn, earth, early
I i	Stressed syllable open syllable Exceptions: close syllable before r before re Unstressed Syllable Letter Combinations i + ld, nd Exceptions: i + gh	[aɪ] [i] [ɪ] [ɔ] [aɪ ə] [ɪ] [aɪ] [ɪ] [aɪ]	life, five, fine, tie, time live [lɪv], give [gɪv] sit, lift, pick, little bird, girl, first, circle fire, tired, admire origin, engine child, find, kind, mind children ['tʃɪldrən] window ['wɪndəʊ] right, light, night, high
	Stressed Syllable Open syllable Close syllable before r before re Unstressed Syllable Suffix ous Suffix or Letter Combinations o a oi, oy oo + k oo + l, m, n, d, t oo + r ou + gh	[əʊ] [ɔ] [ɔ] [ɔ:] [əʊ] [əs] [ə] [əʊ] [ɔ] [u] [u:] [ɔ] [ɔ]	close, note, rose, home stop, long, song, copper form, born, fork, border store, before, restore photo, motto, Negro famous, various, numerous doctor, tractor, conductor coat, boat, road, roast oil, noise, boy, enjoy look, book, took cool, room, soon, food, root door, floor bought, thought, brought

	o + l + consonant ow + consonant ow (at the end) or after w	[əʊ] [aʊ] [əʊ] [ə]	old, cold, told, hold town, brown, crowd, down know, grow, low, slow, show <i>but: now</i> work, word, world, worse
U u	Stressed Syllable Open syllable Open syllable Close syllable before r + consonant before r + vowel Unstressed Syllable	[ju:] [u:] [ʌ] [ə] [juə], [uə] [ə]	tube, tune, useful blue, true, June cut, but, hurry, hunter turn, burn, curly, hurt pure, during, sure upon, success, difficult
Y y	Stressed Syllable Open syllable Close syllable before r + vowel before vowel Unstressed Syllable	[aɪ] [ɪ] [aɪə] [j] [ɪ]	my, try, type, cycle symbol, system tyre year, you, young, yet any, many, very, only

EX 1 Fill in the blanks with the appropriate homophone

(scaling, ceiling) 1. We had difficulty in ... the leak. 2. The spider made its web on the 3. The ... of the room is high.

(sole, soul) 1. My old boots need new 2. He was the ... executor named in the will. 3. We had a nice ... for lunch. 4. He has a hard job to keep body and ... together. 5. He put his heart and ... into work.

(bare, bear) 1. In winter the garden looked 2. The pain was almost more than he could 3. I can't ... that man. 4. He moved with the grace of a trained 5. The ice won't ... your weight.

(pear, pair) 1. I have bought a ... of shoes. 2. Please give me a I prefer them to apples. 3. They went away in

(right, write) 1. Don't ... on both sides of the paper. 2. What's the ... time? 3. In England traffic keeps to the left side of the road, not to the ... as in other countries. 4. I hope you know the difference between ... and wrong.

(vain, vein, vane) 1. All our work was in 2. She is a ... young girl, always giving herself airs. 3. One of the ... of the propeller was broken. 4. They found a ... of gold in the rock. 5. He became so angry that the ... on his forehead swelled.

EX 2 Read the following pairs of phrases. Try to distinguish them and write down the transcription

mice pies

grey tapes

send the maid

car pit

it's an aim

grade 'A'

ice cream

ice train

the way to cut it

I'm 'A'

my spies

great apes

send them aid

carpet

it's a name

grey day

I scream

eye strain

the waiter cut it

I may

Our lesson is over. Please write down your homework. Read and pronounce the exercises. Write down examples belong to 4 types of syllables.

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 note-books and be ready to write down the exercises.

Phonetic drills

Ω

1) Underline the vowels pronounced [æ] in this conversation.

A: Where were you standing ?

B: Outside my flat.

A: Where was the man ?

B: He ran out of the bank.

A: Was he carrying anything ?

B: A black bag

A: Thank you, madam.

Ω

2) Listen to the phrases and write them in this table.

Ex.: An angry customer. = [æ]+[ʌ]

Come back! = [ʌ]+[æ]

A lovely summer. = [ʌ]+[ʌ]

A happy man. = [æ]+[æ]

[æ] + [ʌ]	[ʌ] + [æ]	[ʌ] + [ʌ]	[æ] + [æ]

3) Find four words in the box that contain the same vowel sound as in

1. clean [i:] _____
2. bird [ɜ:] _____
3. car [ɑ:] _____
4. four [ɔ:] _____
5. food [u:] _____

and write them in the spaces.

Improve heart prefer law visa piece laugh
 early banana water me fruit June free
 Thursday word abroad half bought blue seat

4) All the words in the box include the letter "u". How is it pronounced? Write the words in the table.

Include customer full supermarket June
 gun pull Sunday flu put push number

[ʌ]	[u]	[u:]
sun	book	two

Ω

5) Repeat these words and notice the underlined vowel sounds.

[eɪ] [aɪ] [əʊ] [aʊ]
day *climb* *phone* *pound*
break *ice* *know* *now*
change *flight* *smoke* *count*
escape *excited* *October* *mountain*

6) Vowel practice. Read the words in the following exercises first downwards and then across the page:

(1) [i:] – [ɪ]

peal – pill
 deed – did
 seat – sit

(2) [ɪ] – [e]

win – when
 did – dead
 sit – set

- | | |
|-------------------|--------------------|
| (3) [e] – [æ] | (4) [æ] – [ʌ] |
| men – man | fan – fun |
| head – had | bad – bud |
| guess – gas | hat – hut |
| (5) [ʌ] – [ɑ:] | (6) [ɑ:] – [ɔ:] |
| done – darn | far – four |
| bud – bard | darn – dawn |
| cut – cart | part – port |
| (7) [ɔ] – [ɔ:] | (8) [ɔ:] – [ə:] |
| don – dawn | four – fur |
| cod – cord | torn – turn |
| spot – sport | caught – curt |
| (9) [u] – [u:] | (10) [i:] – [ɪə] |
| full – fool | tea – tear |
| hood – food | bead – beard |
| book – boot | piece – pierce |
| (11) [i:] – [ɪ] | (12) [e] – [ɛ] |
| pea – pay | men – main |
| mean – main | led – laid |
| leak – lake | let – late |
| (13) [e] – [ɛə] | (14) [ɛɪ] – [eə] |
| very – vary | day – dare |
| dead – dared | pay – pair |
| shed – shared | they – their |
| (15) [æ] – [ɛɪ] | (16) [æ] – [eə] |
| am – aim | dad – dared |
| man – main | bad – bared |
| fat – fate | stand – stared |
| (17) [ɑ:] – [aɪ] | (18) [ɔ:] – [əʊ] |
| bar – buy | nor – no |
| charm – chime | torn – tone |
| park – pike | caught – coat |
| (19) [ɔ:] – [ɔɪ] | (20) [əʊ] – [aʊ] |
| bore – boy | no – now |
| all – oil | tone – town |
| corn – coin | known – noun |
| (21) [aɪ] – [aɪə] | (22) [ju:] – [juə] |
| high – higher | cue – cure |
| tie – tyre | few – fewer |
| quite – quiet | pew – pure |

Please write down your homework. Read and pronounce the exercises. Read and transcribe the exercises № 5-6. Our lesson is over. 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 note-books and be ready to write down the exercises.

EX 7) Train the reading of the following sentences on sounds. Pay attention to the boldface words. Write down the transcription.

[i:] **Please believe that sweet peas and beans are good to eat. Eat them at least twice a week.**

[ɪ] **Tim's sister swims a little bit. It keeps her fit, slim and trim.**

[e] **Ten times seven is seventy. Seven times eleven is seventy seven.**

[æ] **Many animals inhabit Africa. Africa has camels, giraffes, parrots, and bats.**

[u:] **Who flew to the moon? Numerous lunar flights are in the news. We'll soon put a man on Jupiter and Pluto.**

[u] **Would you look for my cookbook? It should be full of hints for good cookies and pudding.**

[ʌ] **The southern governor is Republican. The public election was fun. He won by one hundred votes.**

[ɔ:] **Nurses do worthy work. They certainly deserve a word of praise.**

[ə] **Labor Day is in September. Workers are honored.**

[eɪ] **Maine is a state in the northern United States. It's a great place for a vacation.**

[u] **The North Pole is close to the Arctic Ocean. It's known for polar bears, snow, and severe cold.**

[au] **Owls are now found throughout the world. They avoid crowds and make loud sounds.**

[aɪ] **Eyesight is vital for a normal life. I prize mine highly.**

[ɔɪ] **The auto industry is a loyal employer in Detroit. People enjoy their choice of cars.**

		/eɪ/	/aɪ/	/əʊ/	/aʊ/
1	snow face down coach slowly	1	0	3	1
2	neighbour delay age dry weigh				
3	road trousers mouth shave power				
4	drive polite type right brown				
5	although complaint round bowl main				
6	quite thousand silence high owe				

7. Look at the words in the box. Underline the vowels pronounced /eɪ/ (as in day and rain), and circle the vowels pronounced /e/ (as in red and said).

*Potato dentist Belgium November seven eight sailor
radio Asia train May sweater Spain yellow table
grey head embassy station helicopter South America bed
bread television dress brain*

8. In the brackets above each boldface words write the phonetic symbol representing the vowel in that word.

[ɪ] [ɪ] [ɪ]

Ex.: The **field** was **filled** with **flowers**.

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------------|
| 1. Take a dip in the deep water. | 11. Complete today's lesson . |
| 2. Please beat the sweet cream. | 12. Irma had her thirty-third birthday. |
| 3. Make haste not waste ! | 13. Summer is warmer than winter . |
| 4. April showers bring May flowers. | 14. My driver's license expires in July . |
| 5. Clap your hands . | 15. I'll buy the item if the price is right . |
| 6. It was hard to start the car . | 16. She caught her coat on the cat . |
| 7. My watch stopped . | 17. Bud bought a boat . |
| 8. I hate wearing a hat when it's hot . | 18. Fought off an awful cough . |
| 9. Take a good look at Luka . | 19. The tomatoes are homegrown . |
| 10. I sew my own clothes . | 20. Comic have some fun in the sun . |

Please write down your homework. Read and pronounce the exercises. Read and transcribe the exercises № 7-8. Our lesson is over. Good bye!

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

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 note-books 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.

**EX 1 . 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.

**EX 2 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	Phymquth

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 note-books 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.

EX 1 Provide these words with necessary stress marks

air-raid, birdcage, coalmine, teapot, washstand, mail-bag, dance-music, grandfather, handwriting, shopkeeper, ladybird, office-boy, waiting-room, dinner-jacket, tape recorder, labour exchange, ground floor, knee-deep, cross-question, flat-footed, shop-window, hot-water-bottle, waste-paper-basket, post-graduate, vice-chancellor, second-hand

EX 2 Transcribe the words and put down stress marks in these verbs and nouns

absent *n* – absent *v*

compress *n* – compress *v*

consort *n* – consort *v*

produce *n* – produce *v*

infix *n* – infix *v*

transport *n* – transport *v*

object *n* – object *v*

forecast *n* – forecast *v*

contrast *n* – contrast *n*

combine *n* – combine *v*

concert *n* – concert *v*

desert *n* – desert *v*

outlay *n* – outlay *v*

import *n* – import *v*

increase *n* – increase *v*

protest *n* – protest *v*

record *n* – record *v*

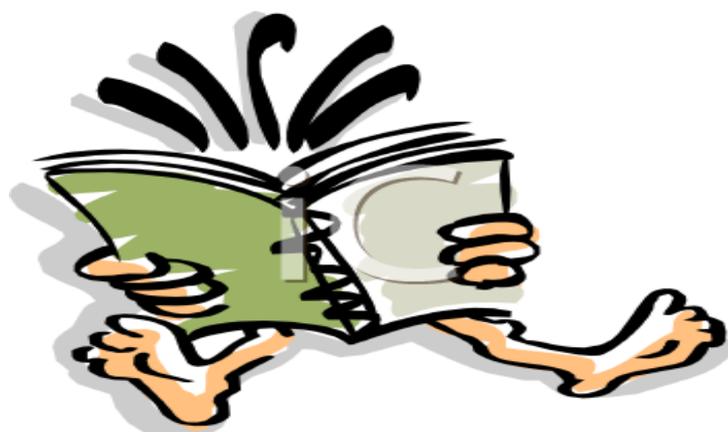
Please write down your homework. Learn the rule by heart. Good bye!

THEME: READING RULES OF ENGLISH CONSONANTS.

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 note-books and be ready to write down the exercises.

Our new theme is "READING RULES OF ENGLISH CONSONANTS"

Reading Rules of English Consonants

C	Before e, i, y	[s]	face, city, bicycle
	Before a, o, u	[k]	case, cat, cut, cool, coal
	And consonant		class, fact

	Letter Combinations		
	Ch, tch	[tʃ]	watch, match, bench, chief
	Ck	[k]	clock, thick, quick
G	Before e, i, y	[dʒ]	page, age, engineer, gym
	Before a, o, u	[ɡ]	gate, got, gun, fog
	And consonant		great
	Letter Combination		
	Ng	[ŋ]	bring, sing, ring

S s	At the beginning of a word	[s]	say, such, send, stop, speak
	Before voiceless consonants	[s]	rest, best, ask, test
	After voiceless consonants	[s]	books, desks, asks, gets, puts
	After voiced consonants and vowels	[z]	beds, reads, boys, days, goes, factories
	between vowels	[z]	rise, these, please
W w	before suffixes - ion, - ure	[z]	occasion, pleasure, measure
	in the suffix - ous	[s]	famous, numerous
	Before vowel	[w]	wind, was
	Before h	[w]	when, where, what, why, white
	Letter Combinations		
Who	[h]	who, whose, whom, whole	
Wr	[r]	write, wrote, wrong	

EX 1. READ AND TRANSCRIBE. EXPLAIN READING RULES OF ENGLISH CONSONANTS

Aesop and the Traveller

Aesop was a clever man who lived many hundreds of years ago in Greece. He wrote a lot of fine stories. He was well known as a man who was fond of jokes. One day, as he was enjoying a walk, he met a traveller who asked him, "My good man, can you tell me how soon I shall get to town?" "Go!" Aesop answered. "I know that I must go." protested the traveller, "but I should like you to tell me how soon I shall get to town." "Go!" Aesop said again. The traveller went on. After he had gone some distance, Aesop shouted after him, "You will get to town in two hours." The traveller turned round in surprise. "Why didn't you tell me that before?" he asked. "How could I have told you that before," Aesop answered, "if I did not know how fast you could walk."

**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 note-books and be ready to write down the exercises.

Our new theme is "LETTER COMBINATIONS"

Letter Combinations

Bt	[t]	debt, doubt, subtle
Ght	[t]	light, night, right
Gn	[n]	sign, design, reign
Kn	[n]	know, knife, knit
Ph	[f]	photo, philosophy
Qu	[kw]	queen, question
Sh	[ʃ]	wish, show, fresh
Ss + ion	{ʃn}	permission
Ss	[s]	passive, possible
At the beginning and end of notional words	[θ]	thin, thick, month, path

th	At the beginning of auxiliary words, exclamations, adverbs and in inter-vocalic position	[ð]	The, this, that Those, thus, they Gather, bathe, weather
-----------	------------------------------------------------------------------------------------------	------------	----------------------------------------------------------------

**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.

EX 2 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 note-books 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]
<i>pay</i>	<i>back</i>	<i>talk</i>	<i>dance</i>	<i>kind</i>	<i>give</i>
<i>park</i>	<i>buy</i>	<i>table</i>	<i>date</i>	<i>cook</i>	<i>gate</i>
<i>page</i>	<i>better</i>	<i>tourist</i>	<i>disco</i>	<i>coffee</i>	<i>guess</i>
<i>purple</i>	<i>borrow</i>	<i>tidy</i>	<i>dollar</i>	<i>colour</i>	<i>going</i>
<i>postman</i>	<i>business</i>	<i>tennis</i>	<i>different</i>	<i>kitchen</i>	<i>garden</i>

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]
<i>same</i>	<i>Zoo</i>	<i>five</i>	<i>voice</i>	<i>thanks</i>	<i>this</i>
<i>sit</i>	<i>zebra</i>	<i>phone</i>	<i>very</i>	<i>thought</i>	<i>that</i>
<i>sister</i>	<i>easy</i>	<i>family</i>	<i>village</i>	<i>thief</i>	<i>those</i>

single amuse February visa thirteen their
Saturday cause photograph visitor Thursday they

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> le <u>as</u> ure	<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]		[ʒ]	[dʒ]
<u>i</u> nformation	<input type="checkbox"/>	<input type="checkbox"/>	<u>s</u> pecial	<input type="checkbox"/>	<input type="checkbox"/>
<u>f</u> urniture	<input type="checkbox"/>	<input type="checkbox"/>	<u>c</u> ommercial	<input type="checkbox"/>	<input type="checkbox"/>
<u>e</u> ducation	<input type="checkbox"/>	<input type="checkbox"/>	<u>t</u> em <u>pe</u> ra <u>tu</u> re	<input type="checkbox"/>	<input type="checkbox"/>
<u>i</u> n <u>s</u> urance	<input type="checkbox"/>	<input type="checkbox"/>	<u>e</u> x <u>a</u> mination	<input type="checkbox"/>	<input type="checkbox"/>
<u>s</u> uggestion	<input type="checkbox"/>	<input type="checkbox"/>	<u>p</u> icture	<input type="checkbox"/>	<input type="checkbox"/>
<u>p</u> ro <u>f</u> ession	<input type="checkbox"/>	<input type="checkbox"/>	<u>d</u> eli <u>c</u> ious	<input type="checkbox"/>	<input type="checkbox"/>
<u>q</u> uestion	<input type="checkbox"/>	<input type="checkbox"/>	<u>s</u> tation	<input type="checkbox"/>	<input type="checkbox"/>

Ω

6) Repeat these groups of words

[w]	[r]	[j]	[l]
<u>w</u> eek	<u>r</u> adio	<u>y</u> es	<u>l</u> ast
<u>w</u> est	<u>r</u> eally	<u>y</u> ear	<u>l</u> ess
<u>w</u> ould	<u>r</u> iver	<u>y</u> oung	<u>l</u> earn
<u>w</u> allet	<u>r</u> eason	<u>y</u> ours	<u>l</u> isten
<u>w</u> hite	<u>r</u> ecently	<u>y</u> ellow	<u>l</u> anguage

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
singer

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.

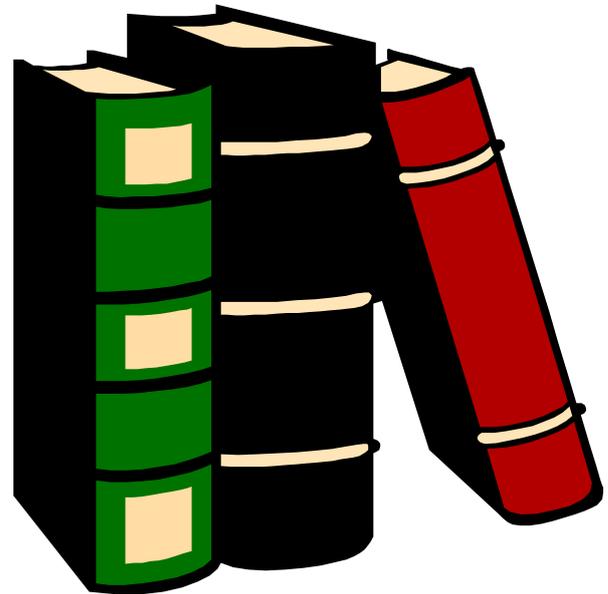
Please write down your homework. Read and pronounce the exercises. Give your examples to the consonants. Our lesson is over. Good bye!

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 note-books and be ready to write down the exercises.

Our new theme is "CONSONANT CLUSTERS"

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> pelling | <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 cereal"

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

just - just look

next - next February

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 write. 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 | <u> </u> read | 6. right | <u> </u> right |
| 2. rip | <u> </u> rip | 7. ream | <u> </u> ream |
| 3. row | <u> </u> row | 8. rain | <u> </u> rain |
| 4. rash | <u> </u> rash | 9. room | <u> </u> room |
| 5. round | <u> </u> round | 10. race | <u> </u> 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. <u> </u> []
onion
union
million
billion | 5. <u> </u> []
Russia
tension
passion
mission | 9. <u> </u> []
cute
yawn
amuse
senior |
| 2. <u> </u> []
chef
chute
chic
chiffon | 6. <u> </u> []
agent
Egypt
soldier
college | 10. <u> </u> []
ridge
angel
suggest
general |
| 3. <u> </u> []
nature
picture
capture
furniture | 7. <u> </u> []
chief
catch
question
ketchup | 11. <u> </u> []
vision
rouge
garage
pleasure |
| 4. <u> </u> []
division
occasion
explosion
television | 8. <u> </u> []
rose
sneeze
eyes
cousin | 12. <u> </u> []
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 note-books and be ready to write down the exercises.

Our new theme is "CHAPTER II. THE ARTICULATORY PROCESSES. ASSIMILATION."

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* [bʊks].

(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 *r e g r e s s i v e*. 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].

R e c i p r o c a l or *d o u b l e* 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 *c o m p l e t e* 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 *отгелать*, *отгать*; *сжать*, *без сил*, *голос женщины*, *брат друга*.

Assimilation is called *i n c o m p l e t e* 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* [swi:t], *place* [pleɪs], *try* [traɪ].

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 *h i s t o r i c a l*, eg *orchard* (ort + yard) — ['ɔ:tjəd > 'ɔ:tʃəd].

In modern language obligatory assimilations are special allophonic variants characteristic of the natives' speech. The use of

the wrong allophone, though a non-phonemic mistake, amounts 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.

- EX.** 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*
- EX.** 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!

THEME: ASPIRATION.

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 note-books and be ready to write down the exercises.

Our new theme is "ASPIRATION"

Aspiration.

The English voiceless plosive consonants [p], [t], [k] are pronounced with aspiration before a stressed vowel.

Aspiration is a slight puff of breath that is heard after the

plosion of a voiceless plosive consonant before the beginning of the vowel immediately following.

When a voiceless plosive aspirated consonant is pronounced before a stressed vowel in English, the pressure of the air against the obstruction is rather strong as the glottis is open.

In the pronunciation of the English consonants [p], [t], [k] there can be distinguished 3 degrees of aspiration.

a) it is strongest when [p], [t], [k] are followed either by a long vowel or by a diphthong.

pass [pa:s]

tall [tɪ:l]

cause [kɪ:z]

pair [peə]

tear [teə]

care [keə]

b) aspiration becomes weaker when [p], [t], [k] are followed by short vowels

pull [pʊl]

took [tu:k]

cut [kʌt]

pot [pɒt]

top [tɒp]

cot [kɒt]

c) when [p], [t], [k] are preceded by the consonant [s] they are pronounced with no aspiration.

park [pa:k]

spark [spa:k]

tie [taɪ]

sty [staɪ]

cool [ku:l]

school [sku:l]

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: 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 note-books and be ready to write down the exercises.

Our new theme is "PHONETIC DRILLS"



EX. 1. Read the following phrases and sentences.

[p], [t], [k]

a) *Take care of the pence and pounds will take care of themselves.*

b) *To tell tales out of school.*

c) *To carry coals to Newcastle.*

[sp], [st], [sk]

a) *Strictly speaking.*

b) *To call a spade a spade.*

c) *To praise to the skies.*

EX. 2. Choose the words with aspiration and define the type of aspiration

Pin, spin, skin, kin, ki:, ski:, kit, kid, pit, pi:t, sti:m, sli:m, spi:k, ten, sten, nekst.

EX.

3. Find the line of the words with aspiration:

a) *speak, plan, pot*

b) *table, peas, pot*

c) *curtain, spoon, skate*

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: QUESTIONS FOR DISCUSSION.

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 answer the following questions. Open your note-books and be ready to write down the answers.

Our new theme is "QUESTIONS FOR DISCUSSION"

Questions for Discussion

What organs of speech do you know?

The roof of the mouth is divided into... ?

What are passive organs of speech?

What are active organs of speech?

What is a sound division?

What is a vowel?

What is a consonant?

What is a phoneme?

How many vowel phonemes do you know?

How many consonant phonemes do you know?

What is a monophthong? How many monophthongs are there in English?

What is a diphthong? How many diphthongs are there in English?

Classify the English monophthongs according to the existing principles.

Classify the vowels according to the lip position.

Classify the vowels according to the degrees (height) of tenseness.

Explain the general principles of classification of vowels.

What vowels are rounded and unrounded?

Are there quantitative distinctions between English vowels?

Classify the consonants.

What are occlusive consonants?

What are constrictive consonants?

Classify the consonants according to the point of articulation.

What is the distinction between a vowel and a consonant sound?

Explain the general principles of classification of consonants.

What is assimilation ?

What are assimilated and assimilating sounds?

How many degrees of assimilation are there in English?

What is a complete assimilation?

Give the definition of partial, intermediate and complete assimilation.

How many types of assimilation do you know? Explain each type of assimilation and give your own examples.

What is aspiration? Give your own example.

Please write down your homework. Answer the questions. Give your examples to the questions. Our lesson is over. Good bye!

VARIANT 2

*There are three answers after each question. Only one is correct.
Choose the correct answer.*

1. How many monophthongs do you know?
a) 6 b) 10 c) 12
2. How many diphthongs do you know?
a) 6 b) 8 c) 10
3. Find the line with front retracted vowels:
a) *sit, cinema, pity*
b) *teacher, pupil, butter*
c) *peach, command, see*
4. Find the line with back advanced vowels:
a) *window, round, every*
b) *cup, foot, book*
c) *tube, simple, mirror*
5. Define the diphthongized vowels (diphthongoids)
a) [i:], [u:] b) [ju:], [i:] c) [u:], [ɪ]

VARIANT 3

*There are three answers after each question. Only one is correct.
Choose the correct answer.*

1. How many consonant phonemes are there in English?
a) 24 b) 22 c) 26
2. Find the nasal consonants:
a) [m], [n], [ŋ] b) [m], [n], [l] c) [m], [p], [s]
3. Find the line with plosive consonants:
a) *bomb, tomb, nose*
b) *pot, plot, bottom*
c) *wind, kind, wise*
4. Find the line with fricative consonants:
a) *press, cream, garden*
b) *life, bush, dress*
c) *black, bag, vast*
5. Find the line with alveolar consonants:
a) *daddy, lily, tent*
b) *camp, letter, brick*
c) *bridge, lamp, deaf*

VARIANT 4

There are three answers after each question. Only one is correct. Choose the correct answer.

1. How many types of assimilation do you know?
a) 2 b) 5 c) 3
2. How many degrees of assimilation are there in English?
a) 2 b) 3 c) 4
3. Define the type of assimilation in the following phrase "What's this?"
a) progressive b) regressive c) reciprocal
4. Define the type of assimilation in the word "newspaper"
a) progressive b) regressive c) reciprocal
5. Define the type of assimilation in the word "twenty"
a) progressive b) regressive c) reciprocal
6. Define the type of assimilation:
 - 1) *Envelopes, stops, asked, worked, space, beds*
A. progressive B. regressive C. reciprocal
 - 2) *Sweet, sweater, meet Ted, let me, in the desk*
A. reciprocal B. progressive C. regressive

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

THEME: CONTROL WORK.

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. Please, be ready. Today we have control work. Types of control work:

- 1 Learning the rules by heart.
2. Dictation – transcription
3. Variants № I. II. III. IV

THE PRESCRIPTION ON THE DOOR

Once there lived a farmer. He had a wife and a lot of children. From early morning till late at night he worked on his field. His wife laboured about the house, the garden and the orchard. The children helped their parents as much as they could.

One day the farmer's wife fell ill. The doctor was sent for. The doctor came to examine the patient. He felt her pulse, examined her throat, felt her heart and lungs, and diagnosed the case as flu. The doctor asked for a piece of paper to write the prescription on. But there wasn't paper in the house, so the farmer went to his neighbour for some paper. But he was absent for a long time. The doctor waited for some time, but as he was short of time he took a piece of coal and wrote the prescription on the door.

COFFEE AND TEA

Coffee and tea were not known in Europe two hundred years ago. People were afraid to drink them because they thought that coffee or tea could kill a person. Once the king of Sweden decided to find out whether it was true or not. At that time two brothers were in prison. They were twins and were much alike. They had committed a crime and had been sentenced to death. The king said: "I shall let them live but they must drink coffee or tea every day". They both lived many years. At last one of the brothers died when he was 83 years old. The other died a few years later. In this way it was proved that neither tea nor coffee was harmful to man.

TWO FRIENDS AND A BEAR

Tom and David were close friends. They set out on a journey. Their way lay through a forest. They always boasted of their friendship. The forest was full of wild animals. They saw a bear coming toward them. On seeing the bear David climbed up a tree. Tom didn't know what to do. He fell on the ground like a dead man, holding his breath. He had learned bears didn't harm the dead. The bear came up to Tom and smelt his body. He took him for a dead man and went away. When the bear was out of sight David came down and asked his friend what the bear had whispered in his ear. Tom replied that the bear had warned him not to trust a false friend. David felt ashamed and they resumed their journey.

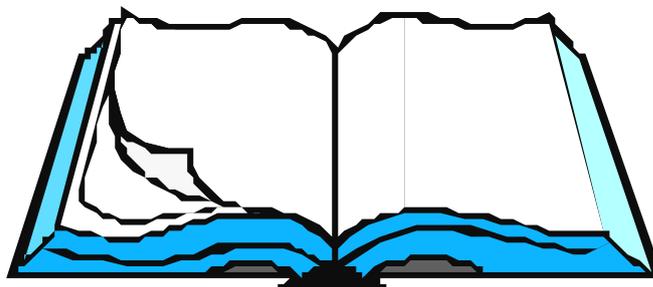
Our lesson is over. Good bye!

I. Theme: UNIT 5. Accommodation Elision, Palatalization, Flapping, Deletion, Dissimilation.

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 UNIT 5. Accommodation Elision, Palatalization, Flapping, Deletion, Dissimilation.

Accommodation

In **accommodation** the accommodated sound does not change its main phonemic features and is pronounced as a variant of the same phoneme slightly modified under the influence of a neighbouring sound.

In modern English there are three main types of accommodation.

- (1) An **unrounded** variant of a consonant phoneme is replaced by its **rounded** variant under the influence of a following rounded vowel phoneme, as at the beginning of the following words:

Unrounded variants of consonant phonemes

[tɪ:] *tea*
[les] *less*
['nʌn] *none*

Rounded variants of consonant phonemes

[tu:] *too*
[lu:s] *loose*
[nu:n] *noon*

- (2) A **fully back** variant of a back vowel phoneme is replaced by its slightly *advanced* (fronted) variant under the influence of the preceding mediolingual phoneme [j]

Fully back variant of [u]

[bu:tɪ] *booty*
[mu:n] *moon*

Fronted variant of [u:]

[bju:tɪ] *beauty*
[mju:zɪk] *music*

- (3) A vowel phoneme is represented by its *slightly more open* variant before the dark [ɪ] under the influence of the latter's back secondary focus. Thus the vowel sound in *bell*, *tell* is slightly more open than the vowel in *bed*, *ten* ([bɛl] – [bɛd], [tɛl] – [tɛn]).

Elision

In rapid colloquial speech certain notional words may lose some of their sounds (vowels and consonants). This phenomenon is called **elision**. Elision occurs both within words and at word boundaries.

<i>phonetics</i>	[fəu'netiks]	[f 'netiks]
<i>mostly</i>	['məustli]	['məusli]
<i>all right</i>	['ɔ:l'raɪt]	['ɔ:raɪt]
<i>next day</i>	['nekst 'deɪ]	['neks 'deɪ]

Exercise I. Read the following words paying special attention to correct pronunciation.

1. [ɪ]			2. [ɪ]			3. [ɪ] — [ɪ]
be	bead	beat	did	it	beat	bit
he	heed	heat	bid	bit	seat	sit
fee	feed	feet	lid	lit	feet	fit
see	seed	seat	kid	kit	eat	it
tea	teas	teeth	pill	pit	cheap	chip
pea	peas	peace	nib	nip	leak	lick
knee	knees	niece	rib	rip	peak	pick
					read	rid
					deed	did
					lead	lid
					teen	tin
					bean	bin
					heel	hill
					peel	pill

Exercise II. Read the following sense-groups, mind the rhythm and intonation.

(a) Pete; Pete eats; Pete eats meat; Pete eats lean meat; Steve and Pete eat lean meat; Steve and Pete eat lean meat and green beans; please, Steve and Pete, eat lean meat and green beans.

(b) ease; with equal ease; Japanese with equal ease; Chinese and Japanese with equal ease; speaks Chinese and Japanese with equal ease; he speaks Chinese and Japanese with equal ease.

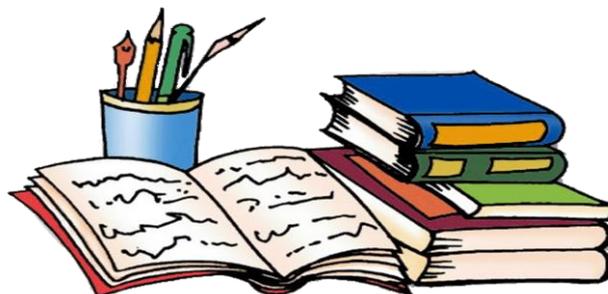
Please write down your homework. Learn the rule by heart. Good bye!

I. Theme: Accommodation Some effects of [d] and [t] elision. Elision giving rise to 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, who is on duty today? Who is absent? Be ready for our lesson. Today we are going to learn Accommodation

Some effects of [d] and [t] elision

1. You hear the final [d] or [t] in the root of some words, but not when a suffix is added. For example:

Without elision

*It was perfect
That's exact
She's full of tact
What does she want?
One pound of butter*

With elision

*It was perfec(t)ly marvelous
That's exac(t)ly right
She's very tac(t)ful
She wan(t)s some butter
Ten poun(d)s of butter*

2. Elision can also affect the <ed> for simple past and past participle. This means that, at speed, there may be no difference between present and past simple.

Slow version

*I watch television every day.
I watched television last night.
They crash the car regularly.
They crashed the car yesterday.
I wash my hands before
I have lunch.
I washed my hands before
I had lunch.
They usually finish their
work at six.
They finished work early
yesterday.*

Fast version

*I watch television every day.
I watch(ed) television last night.
They crash the car regularly.
They crash(ed) the car yesterday.
I wash my hands before
I have lunch
I wash(ed) my hands before
I had lunch.
They usually finish their
work at six.
They finish(ed) work early
yesterday.*

Elision giving rise to assimilation

In sequences such as *ten boys* and *ten girls* assimilation takes place because the sounds involved are already next to each other.

By contrast in others such as *the second boy* and *the second girl* assimilation only takes place because the intervening sound – the [d] in this case – has been elided.

There are hundreds of set expressions involving this combination of [d] or [t]



EXERCISES

1. Listen to the tape and practice reading

Elision + assimilation

Using “and”

eggs an(d) bacon [ˌegzəm 'beɪkən]

boys an(d) girls [ˌbɔɪzəŋ 'gɜːlz]

tea an(d) coffee [ˌtiːəŋ 'kɒfi]

en(d)s an(d) means [ˌenzəm 'miːnz]

Negative [t]

I won(t) be coming. [aɪ ,wəʊm bɪ'kʌmɪŋ]

She can(t) go. [ʃi 'kɑːŋ 'gəʊ]

Can(t) pay, won(t) pay [ˌkɑːmpeɪ 'wəʊmpeɪ]

I don(t) care. [aɪ ,d əʊŋ 'keə]

2. Analyze the words given below and state the type of accommodation.

Cool, bell, music, thought, belt, cue, lunar, who

3. What vowels or consonants are elided in rapid speech within the following words or at word boundaries:

factory ['fæktəri], *national* ['næʃnəl], *perhaps* [præps], *already* [ɔː'redi], *lastly* ['lɑːsli], *you mustn't lose it* [ju 'mʌsn , luːz ɪt], *wouldn't he come* ['wʊdnɪ , kʌm], *I've got to go* [aɪv 'gɒtə , gəʊ], *we could try* [wi kə , traɪ], *let me come in* ['lemɪ kʌm , ɪn]

I. Theme: Palatalization. Flapping, Dissimilation, Deletion.

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

III. Org. moment:

1) Greetings

2) Equipment of the lesson:

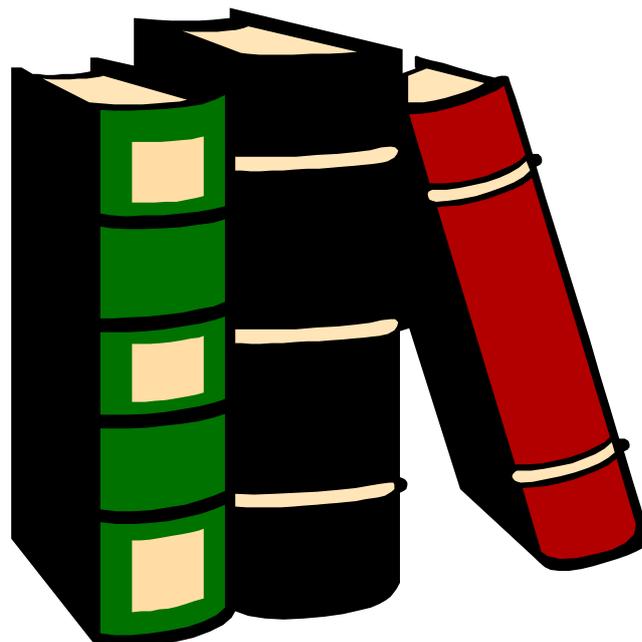
- cards, books, tables

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 Palatalization. Flapping, Dissimilation, Deletion.

Palatalization

Palatalization is a secondary articulation in which the front of

the tongue is raised toward the hard palate. Palatalization of consonant is not a phonemic feature in English though the consonants [ʃ], [ʒ], [tʃ], [dʒ] are slightly palatalized.

Flapping

Flapping is a process in which a dental or alveolar stop articulation changes to a flap (r) articulation. In English this process applies to both [t] and [d] and occurs between vowels, the first of which is generally stressed. Flaps are heard in the casual speech pronunciation of words such as *butter*, *writer*, *fatter*, *wader* and *waiter*, and even in phrases such as *I bought it* [aɪb'ɔrt]. The alveolar flap is always voiced. Flapping is considered a type of assimilation since it changes a non-continuant segment (a stop) to a continuant segment in the environment of other continuants (vowels).

Dissimilation

Dissimilation, the opposite of assimilation, results in two sounds becoming less alike in articulatory or acoustic terms. The resulting sequence of sounds is easier to articulate and distinguish. It is a much rarer process than assimilation. One commonly heard example of assimilation in English occurs in words ending with three consecutive fricatives, such as "fifth". Many speakers dissimilate the final [fθs] sequence to [fts], apparently to break up the sequence of three fricatives with a stop.

Deletion

Deletion is a process that removes a segment from certain phonetic contexts. Deletion occurs in everyday rapid speech in many languages. In English, a schwa [ə] is often deleted when the next vowel in the word is stressed.

Deletion of [ə] in English.

Slow speech	Rapid speech
[pə'reɪd]	[preɪd] parade

[kə'raʊd]	[krəʊd] corrode
[sə'pəʊz]	[spəʊz] suppose

Comparative Study

Compare the careful speech and rapid speech pronunciation of the following English words and phrases. Then name the process or processes that make the rapid speech pronunciation different from the careful speech.

	Careful Speech	Rapid Speech
a) in my room	[ɪn maɪ 'ru:m]	[ɪm maɪ ru:m]
b) I see them	[aɪ 'si: ðəm]	[aɪ'si:ðəm]
c) within	[wɪð'ɪn]	[wðɪn]
d) balloons	[bə'l u:nz]	[bl u:nz]
e) sit down	['sɪt 'daʊn]	[sɪ'daʊn]
f) Pam will miss you	['pæm wɪl 'mɪs ju:]	['pæmɪ'mr ʃʃu]

Exercise III. Transcribe and intone the following sentences. Practise reading them in pairs.

- [ɪ] (a) 1. Pleased to meet you.
 2. Please, be seated.
 3. Extreems meet.
 4. Greek meets Greek.
 5. How much cheese do you need?
 6. It's easy to be wise after the event.

- [ɪ] (b) 1. It's the limit.
 2. It isn't his business.
 3. I think it's a little thick.
 4. Bill's sister sings well.
 5. Who sings English songs in his family?

- [ɪ] — [ɪ] (c) 1. Pete eats chiefly meat and Bill eats mainly fish.
 2. Jimmy doesn't eat chicken. Eve doesn't eat cheese sandwiches.
 3. Edith will be pleased to meet Bill, Peter and Eve.
 4. Bill drinks coffee, Eve drinks tea.
 5. Peter drinks whiskey, Jean drinks gin.
 6. Who reads Greek myths in your family?
 7. Will you still need me, will you still feed me when I am sixty-four.

Exercise IV. Read the tongue-twisters and learn them.

1. He w || to sea to see what he could see and all he could see was sea, sea a.
2. I scream, you scream, we all scream for ice-cream.

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 note-books and be ready to write down the exercises.

Our new theme is "Phonetic drills"

EX 1. Practice reading the following sentences:

a nice tie – nice ties

a red pencil – red pencils

a busy day – busy days

a fine night – fine nights

a large class – large classes

a bad pen – bad pens

a black desk – black desks

a thin neck – thin necks

EX 2. Read the following words paying special attention to the correct positional length of the vowels in them. Write down the transcription.

me – mean – meet

why – wide – white

too – tool – tooth

far – barn – park

for – born – port

I – mine – might

say – main – make

EX 3. Practice reading the following words:

[θs]

manθ – manθs

months

depθ – depθs

depths

bæ:θ – bæ:θs

births

lenθ – lenθs

lengths

[ðz]

pɑ:θ – pɑ:ðz

paths

tru:θ – tru:ðz

truths

bɑ:θ – bɑ:ðz

baths

mauθ – mauðz

mouths

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

THEME: Unit 6. Strong and Weak forms Reduction.

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 note-books and be ready to write down the exercises.

Our new theme is "Unit 6. Strong and Weak forms. Reduction"

Strong and Weak Forms

In English there are certain words, which have two forms of pronunciation:

(1) Strong or full form

(2) Weak or reduced form

These words include form-words and the following pronouns: personal, possessive, reflexive and the indefinite pronoun "some" denoting indefinite quantity:

These words have strong or full forms when they are stressed.

He will do it. (and nobody else) ['hi: l ,du: it]

Each of these words usually has more than one reduced form used in unstressed positions.

E.g. reduced forms of the pronoun



as in the following sentences

He will do it.

[hi | 'du: ɪt] or [hɪ | 'du: ɪt]

There are three degrees of full forms of reduction.

1. The reduction of the length of a vowel without changing its quality (the so-called **quantitative reduction**)

Full forms	Reduced forms with quantitative reduction
<i>you</i> [ju:]	[ju'], [ju]
<i>he</i> [hi:]	[hɪ'], [hɪ]
<i>your</i> [jɔ:]	[jɔ'], [jɔ]

Compare the length of the vowel [i:] in the pronoun *she* in the following two sentences.

She looked for it.

[ʃi: ,lʊkt ,fɔ:r ɪt]

She looked for her.

[ʃɪ 'lʊkt fɔ' hɜ]

2. The second degree of reduction consists in changing the quality of a vowel (the so-called **qualitative reduction**)

Strong forms	Weak forms with qualitative reduction
<i>for</i> [fɔ:]	[fə]
<i>her</i> [hɜ:]	[hə]
<i>he</i> [hi:]	[hɪ]
<i>at</i> [æt] [ət]	
<i>can</i> [kæn]	[kən]
<i>was</i> [wɔz]	[wəz]
<i>but</i> [bʌt]	[bət]

Compare the quality of the vowels in the preposition *for* also in the following two sentences:

I'll do it for him

[aɪl 'du: ɪt fɔ:r ɪm]

I'll do it for Ann.

[aɪl 'du: ɪt fə 'æn]

Most vowels in full form are reduced to the neutral vowel [ə], although the long vowels [i:] and [u:] are usually reduced to [ɪ] and [ʊ] respectively.

Full forms*he* [hi:]*do* [du:]**Reduced forms with qualitative reduction**

[hɪ]

[dʊ]

Compare also the following sentences.

He will go there.

['hi: l ɡəʊ ðeə]

[hɪ l 'ɡəʊ ðeə]

3. The omission of a vowel or consonant sound (the so-called zero reduction)

Strong forms*am* [æm]*of* [ɔv]*can* [kæn]*do* [du:]*is* [ɪz]*us* [ʌs]*shall* [ʃæl]**Weak forms with zero reduction****(the vowels are omitted)**

[m]

[v]

[kən], [kɪ] before [k], [g]

[d]

[s], [z]

[s]

[ʃl]

(the consonants are omitted)*he* [hi:]*him* [hɪm]*his* [hɪz]*must* [mʌst]*had* [hæd]*have* [hæv]*and* [ænd]*has* [hæz]

[i:], [ɪ]

[ɪm]

[ɪz]

[məs]

[əd]

[əv]

[ən], [n]

[əz], [z], [s]

(both the vowels and the consonants are omitted)*have* [hæv]*had* [hæd]*will* [wɪl]*shall* [ʃæl]*would* [wud]

[v]

[d]

[l]

[l]

[d]

List of Strong and Weak Forms

	Strong forms	Weak forms
1. Articles		
the	[ðɪ:]	[ðə] (before consonants) [ðr̩], [ðɪ] (before vowels)
a	[eɪ]	[ə] (before consonants)
an	[æn]	[ən], [n] (before vowels)
2 Prepositions		
at	[æt]	[ət]
for	[fɔ:] [fɔ:r]	[fə] (before consonants) [fər], [fr] (before vowels)
from	[frɒm]	[frəm]
of	[ɒv]	[əv], [v]
into	[ˈɪntu:]	[ɪntu] (before vowels) [ɪntə] (before consonants)
to	[tu:]	[tə], [t] (before consonants)
through	[θru:]	[θru]
3 Verbs		
can	[kæn]	[kən], [kn], [kŋ] (before [k], [g])
must	[mʌst]	[məst], [məs]
will	[wɪl]	[l]
shall	[ʃæl]	[ʃəl], [ʃl]
do	[du:]	[du], [də], [d]
(auxiliary)		
does	[dʌz]	[dəz], [z], [s]
(auxiliary)		
could	[kʊd]	[kəd], [kd]
would	[wʊd]	[wəd], [əd], [d] (after personal pronouns)
should ¹	[ʃʊd]	[ʃəd], [ʃd]
have	[hæv]	[həv], [əv], [v]
(auxiliary)		
has	[hæz]	[həz], [əz], [z] (after vowels and voiced consonants)
(auxiliary)		[s] (after voiceless consonants)

¹ Should is used in its strong form when it expresses obligation

had (auxiliary)	[hæd]	[hæd], [əd], [d] (after personal pronouns)
be	[bi:]	[bi]
been	[bi:n]	[bɪn]
am	[æm]	[əm], [m]
are	[a:] (before consonants)	[ə] (before consonants)
	[a:r] (before vowels)	[ər] (before vowels)
is	[ɪz]	[z] (after vowels and voiced consonants)
		[s] (after voiceless consonants)
was	[wɔz]	[wəz]
were	[wə:] (before consonants)	[wə] (before consonants)
	[wə:r] (before vowels)	[wər] (before vowels)
4 Pronouns		
you	[ju:]	[ju], [ju·]
he	[hi:]	[hi], [hɪ], [i:], [ɪ] ¹
she	[ʃi:]	[ʃi], [ʃɪ]
we	[wi:]	[wi], [wɪ]
me	[mi:]	[mi], [mɪ]
her	[hə:] (before consonants)	[hə], [ə:], [ə] (before consonants)
	[hə:r] (before vowels)	[hər] (before vowels)
him	[hɪm]	[ɪm]
us	[ʌs]	[əs], [s]
them	[ðəm]	[ðəm], [əm], [m]
your	[jɔ:] (before consonants)	[jɔ·], [jɔ], [jə] (before consonants)
	[jɔ:r] (before vowels)	[jɔ·r], [jɔr], [jər] (before vowels)
his	[hɪz]	[ɪz] (in the middle of a sense – group)
some	[sʌm]	[səm], [sm] (to express unspecified quantity)
that	[ðæt]	[ðət] (relative pronoun)
who	[hu:]	[hu], [hu·], [u:], [u] (relative pronoun)

¹ A weak form with [h] would normally be used when unstressed but following a pause

and but than as or that	5 Conjunctions [ænd] [bʌt] [ðæn] [æz] [ɔ:] (before consonants) [ɔ:r] (before vowels) [ðæ]	[ənd], [nd], [ən], [n] [bət] [ðən], [ðn] [əz] [ɔ], [ɔ] (before consonants) [ɔr], [ɔr] (before vowels) [ðət]
there to	6 Particles [ðeə](before consonants) [ðeər](before vowels) [tu:]	[ðeə] (before consonants) [ðeər] (before vowels) [tə] (before consonants) [tu] (before vowels)
not nor	7 Negatives [nɔt] [nɔ:] (before consonants) [nɔ:r](before vowels)	[nt] [nɔ] (before consonants) [nɔr] (before vowels)

The following form – words in certain positions are used in their strong forms, even when they are unstressed.

1. Prepositions have their strong forms:

(a) When they are final, e.g.

Do you know where I come from?

[dju 'nəu weər , ai kʌm frɔm]

(b) When they are followed by an unstressed personal pronoun at the end of a sense-group or a sentence. However in this position the weak form may also be used, e.g.

She was not listening to them.

[ʃi wəz 'nɔt 'lɪsnɪŋ ,tu: (tə) ðəm]

2. Auxiliary and modal verbs, as well as the link – verb *to be*, have their strong forms at the end of a sense – group or a sentence, e.g.

Who is on duty today? I am.

['hu: ɪz ɔn 'dju:ti tə ,deɪ | 'ai æm]

Who is absent today? Ann is.

[ˈhu: ɪz ˈæbsənt tə ,deɪ | ˈæn ɪz]

What is hanging on the wall? Pictures are.

[ˈwɔt ɪz ˈhɪŋŋ ɔn ðə ˈwɔ:l | ˈpɪktʃəz ɑ:]

I don't know where Tom was.

[aɪ ˈdəʊnt ˈnəʊ weə ˈtɒm wɔz]

There are some form – words which are never reduced. They are: *which, what, where, on, in, with, then, when, how, some* in the meaning of “certain”.

Well, then go and do as you're told.

[,wel | ðen ˈgəʊ ənd ˈdu: əz juə ˈtəʊld]

I stand on my right here.

[aɪ ˈstænd ɔn maɪ ˈraɪt hɪə]

For some reason he hasn't come to the party.

[fə sʌm ,ri:zn \ hi ˈhæznt ˈkʌm tə ðə ,pɑ:tɪ]

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* (or *notional*) words. These are: *nouns, adjectives, notional verbs, adverbs, numerals, interrogative and demonstrative pronouns*. The other words in a sentence are mostly *form* (or *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*. These are not many in number but they are among the commonest words of the language. As *form-words* are normally unstressed in a sentence their weak reduced forms are generally used in speech, eg

He said he'd come in the morning. [hi ˌsed hɪd ˈkʌm ɪn ðə ,mɔ:nɪŋ].

Strong and Weak Forms

Words	Strong Forms	Weak Forms (quantitative reduction, qualitative reduction, elision of sounds)	Examples
<i>Articles</i> the	ði:	ðə + consonant	→ lʊk ət ðə ,bʊk
		ðiJ, ði, ðɪ + vowel	aɪl → teɪk ðɪ ɪg,zæm
a	eɪ + C*	ə + C	hɪəz ə ,letə
an	æn + V**	ən + V	hɪəz ən ,æpl
<i>Prepositions</i> at	æt	ət	ət ,hʊm
from	fɹɒm	fɹəm	fɹəm ,lʌndən
of	ɒv	əv, v	ə → ɒʌg əv ,mɪlk
to	tu:	tə + C	→ spɪk tə ðə ,dɪn
		tu*, tu + V	→ kʌm tu ə kən ,klɜ:zn
into	ɪntu:	ɪntə + C	→ kʌm ɪntə ðə ,rʊm
		ɪntu + V	→ put ɪt ɪntu ə ,bʊks
for	fɔ: + C	fə + C	→ kʌm fə ,ti:
	fɔ:r + V	fər + V	→ kʌm fər ə ,tɔ:k
<i>Pro-nouns</i> you	ju:	ju*, ju, jʊ	juə ,raɪt
he	hi:	hɪ*, hi, i, hɪ	hɪz ,fri:

Table 11, continued

Words	Strong Forms	Weak Forms	Examples
she	ʃi:	ʃiː, fi, ʃɪ	ʃiz , priti
we	wi:	wiː, wi, wɪ	wi ə , gri:
me	mi:	miː, mi, mɪ	→ let mi , si:
her	hɜ: + C	hɜː, hə, ə + V	→ nɪkz hə , sʌn
	hɜ:r + V	hər, ər + V	→ tel hər , ɔ:l
his	hɪz	ɪz	aɪ → laɪk ɪz , feɪs
him	hɪm	ɪm	→ send ɪm ə , wɜ:d
us	ʌs	əs, s	→ li:v əs ɪn , pi:s
them	ðem	ðəm, əm	→ a:sk ðəm tə , du: ɪt
your	jɜ: + C	jɜː, jɜ, jə + C	→ hi:z jɜ , hæɪ
	jɜ:r + V	jɜː, jɜr, jər	aɪm jɜr → zʊld , frend
our	aʊə + C	əʊ + C	→ braʊnz əʊ , neɪbə
	aʊər + V	əʊr + V	hi:z əʊr → zʊld , frend
<i>Verbs</i>			
be	bi:	biː, bi, bɪ	→ dʒʊnt bi , nɔ:ti
been	bi:n	biːn, bin, bɪn	aɪv bi:n , θɪŋkiŋ
am	æm	m — after I, əm	aɪm , taɪəd
are	ɑ: + C	ɑː, ə + C	ju:ə , leit
	ɑ:r + V	ɑːr, ər + V	ju:ər ə , lʌn

Table 11, continued

Words	Strong Forms	Weak Forms	Examples
is	ɪz	z — after voiced consonants and vowels	→ wɛəz , nɪk
		s — after voiceless consonants	ðæts , raɪt
		ɪz — after s, z, ʃ, ʒ, tʃ, ʒ	ðə → haʊs ɪz , lɑ:ʒ
was	wɒz	wəz	→ wɒt wəz , rɒŋ
were	wɜ: + C wɜ:r + V	wɜ:, wɜ, wə + C	ðə → trɪz wə , grɪn
		wɜ:r, wɜr, wər + V	ðə → bɔ:z wər , nɪst
have	hæv	hæv, əv, v — after personal pronouns	ðə → kɑ:z əv , stɒpt
has	hæz	hæz, əz, z — after voiced consonants and vowels	ðə → 'dɒktə hæz , kɑm
		s — after voiceless consonants	→ ʒæks , kɑm
had	həd	həd, əd, d — after personal pronouns	ɪnɪk həd 'fɪnɪʃt ɪt baɪ , faɪv
can	kæn	kæn, kn	ðet kæn , steɪ
could	kʊd	kəd, kd	ðet kəd , fʊn
must	mʌst	mʌst, məs	aɪ mʌst , wɔ:n ɪm
will	wɪl	l	ðetl ə , grɪ:
would	wʊd	wəd, əd, d — after personal pronouns	ðə → ɡɜ:l wəd , steɪ
shall	ʃæl	ʃəl, ʃl — after personal pronouns	wɪʃl , wɜ:k
should	ʃʊd	ʃəd, ʃd — after personal pronouns	aɪ ʃd 'lɑ:k tə , steɪ
do	du:	du:, du, dʊ, də	→ wɒt də ðet , nɜ:
does	dəz	dəz	→ wen dəz ɪ , kɑm

Table 11, continued

Words	Strong Forms	Weak Forms	Examples
<i>Conjunctions</i> and	ænd	ænd, ən, n	beɪkən ənd ,egz
that	ðæt	ðət	ju 'nʌʊ ðət ju: ,rɒŋ
but	bət	bət	bət 'waɪ ,nɒt
than	ðæn	ðən, ðn	ɪts 'wɔ:mə ðən ,jestədɪ
as	æz	əz	əz 'su:n əz ,pɒsɪbl
or	ɔ: + C ɔ:r + V	ɔ:, ə, ə + C ɔ:r, ɔ:r, ə + V	'red ə ,waɪt 'lɒm ɔr ,æn
<i>Particles</i> to		tə + C	'traɪ tə ,du: ɪt
	tu:	tu + V	'traɪ tu ,ɪt ɪt
there	ðɜ:	ðə + C ðer + V	ðə wə ,letəz ðer ə ,ʃɪldrən

The weak forms of the words listed in Table 11 should be used in unstressed positions.

The strong forms of auxiliary and modal verbs, personal and possessive pronouns and form-words are by far more rarely used. They are used in their strong forms when they are said in isolation, when they become the communicative centres of utterances. The following cases should be also remembered as the traditional use of strong forms in the English language.

Prepositions have their strong forms though they might remain unstressed:

(a) at the very end of an intonation group or phrase, eg

What are you looking at? ['wɒt ə ju ,lʊkɪŋ æt].

(b) at the end of an intonation group or phrase when they are followed by the unstressed pronoun. Monosyllabic prepositions are either stressed or not, according to the rhythmic pattern of the phrase, eg

I'm not talking to you. [aɪm 'nɒt ,tɔ:kɪŋ tu: ju:]
but [aɪm \nɒt 'tɔ:kɪŋ tə ,ju:]

Polysyllabic prepositions followed by a pronoun at the end of a phrase are stressed as a rule, eg

Have a look under it. [ˈhæv ə 'lʊk ˌʌndər ɪt].

Auxiliary and modal verbs have their strong forms:

(a) at the end of an intonation group or a phrase whether stressed or not, eg

Who has done it? — Mary has [ˌmɛəri hæz].

Are you free? — I am [aɪ ˌæm].

(b) At the beginning of general and alternative questions in careful colloquial style, while in rapid colloquial style they are unstressed and reduced, eg

Can you get it by tomorrow? [ˌkæn ju 'get ɪt baɪ təˌmɒrɒ].

but: *Have you got any matches?* [hæv ju → ɡɒt enɪ ˌmætʃɪz].

(c) In contracted negative forms, eg

I don't know the man. [aɪ → dɔʊnt ˌnɔʊ ðə mæn].

The following form-words should be remembered as having no weak forms whatsoever: *what, where, when, how, which, on, in, with, then.*

The verb *to have* used as a content verb in the meaning of 'to possess' has no weak forms (whether stressed or not) though often unstressed, eg

I have a little brother [aɪ hæv ə → lɪtl ˌbrʌðə].

The demonstrative pronoun *that* is never reduced while the conjunction *that* is, eg

I know that [aɪ ˌnɔʊ ðæt].

but: *I know that he is here.* [aɪ → nɔʊ ðæt hɪz ˌhɪə].

Neither are reduced the absolute forms of possessive pronouns, eg

The ball-pen is mine. [ðə → bɔ:l pen ɪz ˌmaɪn].

All the form-words, auxiliary and modal verbs, personal and possessive pronouns are generally stressed and consequently have their strong forms in case they become the logical centres of phrases, eg

Exercise I. Transcribe the proverbs and learn them.

1. A friend in need is a friend indeed.
2. As fit as a fiddle.
3. People meet but mountains never greet.
4. Between the devil and the deep sea.
5. A small leak will sink a great ship.
6. Honey is sweet but the bee stings.
7. Still waters run deep.

Exercise II. Read the following words paying special attention to correct pronunciation.

1. [æ]

Al
Alma
alphabet
add
Ann
apple
ammateur
Africa
abbey
abstract
Alice
pal
bag
lab
cab
pan
ban
ham
badge
fancy
balcony
grammar

hat
lap
nap
back
rack
happen
happy
chapter
chatter
catch
gas

2. [e]

any
Aetna
anyhow
anyway
anyone
ate
men
pen
den
said
bread
bed
red
bell
sell
fell
ready
get
pet
let
bet
best
mess
neck
peck
left
press
settle

3. [æ] — [e]

bat — bet
at — ate
lad — led
mat — met
rat — red
rack — wreck
bag — beg
shall — shell

pat — pet
bad — bed
sad — said
Dan — den
tan — ten
sat — set
man — men
Pat — pet

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

THEME: REDUCTION.

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 note-books and be ready to write down the exercises.

Our new theme is "REDUCTION"

In English, vowels in unstressed syllables are usually reduced.

Reduction is a historical process of weakening, shortening or disappearance of vowel sounds in unstressed positions. This phonetic phenomenon, as well as assimilation, is closely connected with the general development of the language system. Reduction reflects the process of lexical and grammatical changes.

Reduction may be of the following types:

1) qualitative, which is divided into reduction Type A and Type B.

Type A (when the vowels *i, e, y* are in an unstressed position). Subjecting to this type of reduction these vowels are pronounced [ɪ]
'busy ['bɪzɪ] *de'cay* [dɪ 'keɪ] *di 'vide* [dɪ 'vaɪd]

Type B (when the vowels *a, o, u* are in an unstressed position). Subjecting to this type of reduction these vowels are pronounced [ə]
po'lite [pə 'laɪt] *'lyrical* ['lɪrɪkəl]

2) quantitative. It is shortening of the length of a long vowel sound.

me [miː]

he [hiː]

3) complete. It is the disappearance of a vowel sound. It occurs when an unstressed vowel occupies the position after the stressed one and it is between a noiseless sound and a sonorant one.

'cotton ['kɒtn] 'lesson ['lesn]

In this case the sonorant forms a syllable.

Besides the mentioned above types of reduction, there are special cases of reduction which include all the vowels. They are:

- 1) the vowel *a* if it precedes the combinations "-te", "-de" is subjected to the reduction Type A in adjectives and nouns and is not reduced in verbs.

'regulate ['regjuleɪt] 'climate ['klaɪmɪt]

- 2) the vowel *e* is subjected to the reduction Type B before "-nt", "-nce", "-n", "-m".

'silence ['saɪləns] 'student ['stju:dənt]

'solemn ['sɒləm] 'sullen ['sʌlən]

- 3) the vowel *o* in the first type of syllable is not reduced at the end of the word

po'tato [pə'teɪtəʊ] 'photo ['fəʊtəʊ]

- 4) the vowel *i* when preceding the combination "-ble" is subjected to reduction Type B

,inac'cesible [ɪnək'sesəbl], but 'possible ['pɒsɪbl]

- 5) the vowel *u* in the first type of syllable at the beginning and at the end of the word is not reduced and in the middle of the word is subjected to the quantitative reduction.

'institute ['ɪnstɪtju:t] u'nite [ju:'naɪt]

,edɪ'cation [ɛdju:'keɪʃən] Note: [ɛdju:'keɪʃn]

- 6) the vowels are subjected only to the reduction Type B in the third and fourth types of syllables or are not reduced at all.

'summer ['sʌmə] fore'see [fɔ:'si:] 'writer ['raɪtə]

- 7) the digraphs *ei*, *ey*, *ai*, *ay*, *ee*, *ea* are subjected to reduction Type A.

'mountain ['maʊntɪn] 'always [ɔ:lweɪz]

'forehead ['fɔ:hed], but 'vengeance ['vendʒəns]

- 8) the digraph *ou* is subjected to the reduction Type B

er'roneous [ɪ'rəʊniəs] 'various ['veəriəs]

- 9) the digraph *ow* is not reduced and is pronounced [əʊ] in an unstressed position.

'window ['wɪndəʊ]

- 10) the digraph *oa* is not reduced either.

'cocoa ['kəʊkəʊ]

There is also a tendency to retain the quality of the unstressed vowel sound, eg *retreat, programme, situate*.

Non-reduced unstressed sounds are often retained in:

(a) compound words, eg *blackboard, oilfield*,

(b) borrowings from the French and other languages, eg *bourgeoisie, kolkhoz*.

Reduction is closely connected not only with word stress but also with rhythm and sentence stress. Stressed words are pronounced with great energy of breath. Regular loss of sentence stress of certain words is connected with partial or complete loss of their lexical significance. These words play the part of form-words in a sentence.

So reduction is realized:

(a) in unstressed syllables within words, eg *demonstrative* [di'mɒnstrətɪv];

(b) in unstressed form-words, auxiliary and modal verbs, personal and possessive pronouns within intonation groups and phrases, eg

What do you think you can do? [→ wɒt dju θɪŋk ju kən ˌduː].

Three different types of reduction are noticed in English.

1. **Q u a n t i t a t i v e** reduction, i.e. shortening of a vowel sound in the unstressed position, affects mainly long vowels, eg *he* [hiː — hiɪ — hi].

When does he come? [→ wen dɔz hi ˌkʌm].

2. **Q u a l i t a t i v e** reduction, i.e. obscuration of vowels towards [ə, ɪ, ʊ], affects both long and short vowels, eg *can* [kæn — kən].

You can easily do it. [juː kən → iːzɪli ˌduː ɪt].

Vowels in unstressed form-words in most cases undergo both quantitative and qualitative reduction, eg *to* [tuː — tuː — tʊ].

3. The third type is the **e l i s i o n** of vowels in the unstressed position, eg *I'm up already* [aɪm ʌp ˌɔ:lredi].

Comparison with Russian. In Russian as well as in English reduction is both quantitative and qualitative but at the same time it depends on the place of the unstressed syllable in the word. The farther the syllable is away from the stressed one, the weaker it is, eg *голова* [гѡлѡвѧ]. Vowels of full value do not occur in the unstressed position, as a rule. Elision is rather common in Russian.

Exercise I. Read the following sense-groups, mind the rhythm and intonation.

(a) a rat; a fat rat; catching a fat rat; a cat catching a fat rat; a black cat catching a fat rat.

(b) his hands; clapping his hands; a man clapping his hands; a fat man clapping his hands; a fat man clapping his hands is Pat's Dad.

(c) a hat; a black hat; Pat's black hat; a cat is in Pat's black hat; a black cat is in Pat's black hat; Pat's black cat is in Pat's black hat.

(d) Franz; friend Franz; Czech friend Franz; Jack's Czech friend Franz, Jack's Czech friend Franz and Pat; Jack's Czech friend Franz and French friend Pat; Jack's Czech friend Franz and Franz's French friend Pat.

Exercise II. Transcribe and intone the following sentences. Practise reading them in pairs.

[æ] (a) 1. Ann has plaits and black slacks.
2. Harry has a hacking jacket.
3. Harry and Ann are standing hand in hand.
4. Can you imagine that? That's absolutely fantastic!
5. That's flat! That's bad! And that's that.
6. Fancy that! Dan acted on Dad's advice!

[e] (b) 1. Very well then.
2. Well said.
3. Ted meant to get ahead.
4. Ed will never get the better of Ted.
5. I expect Betty spends a pretty penny on dress.
6. Success went to Ned's head.

[æ] — [e] (c) 1. A black cat sat on a mat and ate a fat rat.
2. Ted has Dad's hat on his head.
3. Jack has a check cap in his hand.
4. Accidents will happen in the best regulated families.
5. Can you imagine that? Success went to Pat's head.

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

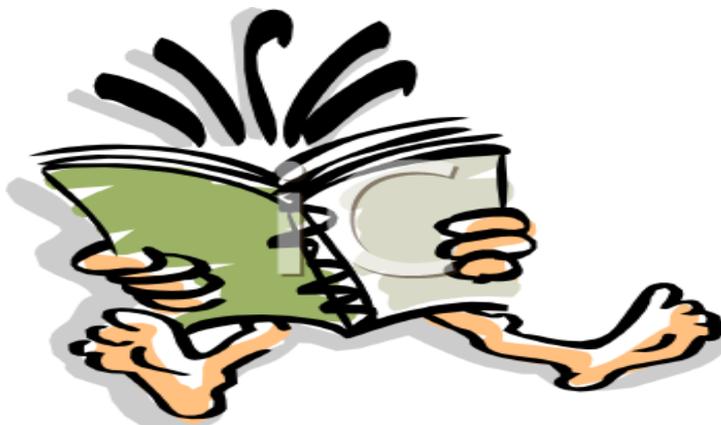
5) Exclamation of the new theme.

6) Mark. Homework

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

Our new theme is "PHONETIC DRILLS"

Weak and strong forms: three verbs with weak forms: *do, does and can.*



1. Repeat these questions. Pronounce the verbs *do*, *does* and *can* with their weak forms.

- | | | |
|------------------------------|--------------------------------|---------------------------------------|
| 1. <i>Do you like it?</i> | 4. <i>Can I take two?</i> | 7. <i>Why does she want to leave?</i> |
| 2. <i>Can we go now?</i> | 5. <i>Does it hurt?</i> | 8. <i>Where can we see one?</i> |
| 3. <i>Does he live here?</i> | 6. <i>When do you go back?</i> | 9. <i>How do you feel now?</i> |

Weak and strong forms of some conjunctions.

2. Which of these three words in the box can you fill in these sentences? Write one word in each space.

and or but

- | | |
|--------------------------------------|----------------------------|
| 1. a) Milk... .. no sugar. | 4. a) Jean ... her friend. |
| b) Milk... .. no sugar. | b) Jean ... her friend. |
| 2. a) Paul Alison. | 5. a) ... I want to go. |
| b) Paul Alison. | b) ... I want to go. |
| 3. a) It was small... .. very heavy. | 6. a) Red ... green. |
| b) It was small... .. very heavy. | b) Red ... green. |

3. Read and transcribe the following sentences:

- | | |
|---------------------------------------|------------------------------------------------|
| <i>Will there be any , room?</i> | <i>Would there have been e , nough of it?</i> |
| <i>She used to be `fond of us.</i> | <i>I should have been , ready for you.</i> |
| <i>You must be re`liable.</i> | <i>We should have been trans`ferred.</i> |
| <i>He could have been mis , lead.</i> | <i>They ought to have , waited for us.</i> |
| <i>Shall I be the , first one?</i> | <i>Will she have been disap , pointed?</i> |
| <i>We shall be de`layed.</i> | <i>It was undes , cribably , dull.</i> |
| <i>There'd have been a , row.</i> | <i>You ought to be a , shamed of yourself.</i> |
| <i>It'll be the , easiest way.</i> | <i>One could have been a , musing oneself.</i> |
| <i>One would have , thought so.</i> | <i>Would he have been a , sleep by now?</i> |

4. Read the following dialogues using the correct strong or weak forms. Write down the transcription.

a) Verbs

Do [də, d, 'du:]

- Where do you live? ...
- Do you live in London?
- Yes, I do...

Am [m, əm, 'æm]

- I'm going home...
- So am I...
- Am I very late? ...

Are [ər, ə, 'a:]

- The boys are at school...
- So are the girls...
- Yes, they are...

Were [wə, 'wə:]

- Who were you talking to? ...
- They were friends of mine...
- Were they English? ...

Has [əz, s, 'hæz]

- Has anyone seen my pencil? ...
- It's fallen on the floor...
- Oh, has it? Thanks.

Shall [ʃəl, ʃl, 'ʃæl]

- When shall I see you again? ...
- I shall be here on Monday ...
- Shall we talk about it then? ...

Will [l, 'wɪl]

- I'll see you at lunch time...
- Yes, we'll have a chat then...
- Will you keep me a place? ...

Can [kən, 'kæn]

- How can I help you? ...
- You can carry this...
- I will if I can...

Must [məst, 'mʌst]

- We must try to get there early...
- We must leave in good time...
- Yes, we must...

b) Pronouns**We** [wi, 'wi:]**Does** [dəz, 'dʌz]

- Where does John live? ...
- Does he live in London? ...
- Yes, he does...

Is [z, s, 'ɪz]

- The sun's very hot.
- It's hotter than yesterday...
- It is, isn't it? ...

Was [wəz, 'wɔz]

- I was thirty-five yesterday...
- It was my birthday...
- Was it? ...

Have [əv, v, 'hæv]

- Where have you been? ...
- I've been on holiday...
- I haven't seen you for weeks.

Had [əd, d, 'hæd]

- Where had you met him? ...
- I'd met him in London...
- I hadn't seen him before.

Should [ʃəd, 'ʃʊd]

- What should I do with my money? ...
- I should take it with you ...
- I shouldn't like to lose it ...

Would [əd, d, 'wʊd]

- My father would like to meet you.
- I'd like to meet him, too...
- I hoped you would.

Could [kəd, 'kʊd]

- I think I could do it...
- At least you could try...
- Yes, I could, couldn't I? ...

She [ʃi, 'ʃi:]

- I'm afraid we shall be late...
- Shall we?...
- We can't help it...

Me [mi, 'mi:]

- Will you give me some tea, please?
- Yes, pass me the milk...
- No milk for me, thank you...

Him [ɪm, 'hɪm]

- I hope Mary comes with him...
- I asked him to bring her...
- Yes, but you know him...

His [ɪz, 'hɪz]

- He said his sister was in London

- Have you got his address?...
- No, I've got hers but not his...

Herself [ə:'self, hə:'self]

- Mary can take care of herself...
- She prides herself on it...
- She told me that herself.

Us [əs, s, 'ʌs]

- They want us to go and see them...
- Let's ask them to come here...
- That would be easier for us...

c) Articles

The [ðə, 'ði]

- The apples are on the table...
- The oranges are in the kitchen...

d) Miscellaneous

Some [sm, səm, 'sʌm]

- Will you have some more bread?...
- No, but I'd like some more tea, please..
- I think there's still some in the teapot...

That [ðæt, 'ðæʔ]

- Here's the cup that John broke...
- He said that Mary did it...
- I don't believe that..

Not [nt, 'nɒt]

- I'm sorry you can't stay...
- I'm afraid I haven't time ...

- Did she go to the station?
- She told me that John went...
- But did she go?

He [ɪ, hi, 'hi:]

- Did she go to the station?
- Is he bringing Mary?...
- He only said he was coming...

Her [ə, ə:, 'hə:]

- I'd like to see her again...
- I met her brother yesterday...
- Did he mention her?

Himself [ɪm'self, hɪm'self]

- John must be coming by himself then...
- Yes, if he doesn't lose himself...
- He can take care of himself...

Them [ðəm, 'ðem]

- I like them both...
- Yes, I like them too..
- I'd rather see them than anyone...

You [ju, 'ju:]

- You can ask them tonight...
- What day would you like?
- I'll leave it to you...

A [ə, 'ən]

- I have a brother and a sister...
- I have an uncle and an aunt...

Who [u:, 'hu:]

- That's the man, who helped me...
- It's the man who lives next door...
- Who's that with him, I wonder?...

There [ðə, ðər, 'ðeə]

- There's a fly in my tea...
- There are two in mine...
- There goes another...

Till [tɪ, 'tɪl]

- I shall be here till Friday...
- Can't I stay till Saturday?

