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МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ

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Contents

1	Introduction.....	5
2	The organs of speech and their functions.....	7
3	Types of obstruction.....	9
4	The classification of English consonant phonemes.....	10
5	The classification of English vowel phonemes.....	15
6	Articulation of English consonants.....	18
7	Occlusive consonant phonemes. The phonemes [p],[b].....	18
8	The phonemes [t],[d].....	19
9	The phonemes [k],[g].....	20
10	The phoneme [m].....	22
11	The phoneme [n].....	22
12	The phoneme [ŋ].....	23
13	Constrictive consonant phonemes. The phonemes [f],[v].....	24
14	The phonemes [θ],[ð].....	25
15	The phoneme [h].....	26
16	The phonemes [s],[z].....	27
17	The phonemes [ʃ],[ʒ].....	28
18	Constrictive sonorants. The phoneme [w].....	30
19	The phoneme [j].....	31
20	The phoneme [r].....	32
21	The phoneme [l].....	33
22	The phonemes [ɹ], [ɹ̥].....	34
23	The articulation of English vowels. The phoneme [ɪ].....	36
24	The phoneme [i].....	37
25	The phoneme [e].....	38
26	The phoneme [æ].....	39
27	The phoneme [aː].....	40
28	The phoneme [o].....	41
29	The phoneme [oː].....	42
30	The phoneme [u].....	43
31	The phoneme [uː].....	44
32	The phoneme [ʌ].....	45
33	The phoneme [ɜː].....	46
34	The phoneme [ə].....	47
35	The phoneme [eɪ].....	48
36	The phoneme [oʊ].....	49
37	The phoneme [aɪ].....	50
38	The phoneme [aʊ].....	51
39	The phoneme [oɪ].....	52
40	The phoneme [iə].....	52
41	The phoneme [ɛə].....	53
42	The phoneme [uə].....	54
43	Phonetic symbols.....	55
44	Proverbs.....	56

Предисловие

Данное пособие предназначено для студентов изучающих английский язык. Учебное пособие включает в себя пословицы, поговорки, стихотворения, что является огромным стимулом в изучении языка. Все приведённые в пособии примеры представляют собой оригинальные образцы современного английского языка.

Даное пособие может быть успешно применено в процессе обучения английскому языку и полезно преподавателям и студентам высших учебных заведений и учителям средних школ.

INTRODUCTION

The practical course in English phonetics is meant for the students of English faculties who are to become teachers of English. The purpose of the present course is to help the students to develop their own pronunciation habits and to enable them to teach English pronunciation to others.

Language can perform its functions as the most important means of human intercourse only as language of sounds, because spoken words in all languages consists of speech-sounds, and speech without words is impossible. Letters only serve to represent spoken words in writing.

The teacher of foreign language must also be able to teach the correct pronunciation of that language. Phonetics may be considered the grammar of pronunciation. To succeed in making English sounds and intonation perfect you will need to know exactly how to make them. Together with the sharpness of your ear and your ability as an imitator the knowledge of how to produce correct sounds and intonation and how to apply them in speech will provide the desirable effect.

Therefore, one of the principal aims of would be teachers of a foreing language is to master both the pronunciation of the language and they are going to teach and the methods of teaching this pronunciation.

In order to achieve this aim they must have a clear idea of what a good pronunciation is what the difficulties in acquiring it are, and how these difficulties can be overcome.

To have a good language language ticulate correctly all the speech sounds of the language all their combinations in the proper order not only in isolated words, but also in sentences, to pronounce sentence luently at the speed required by the situation, with correct-stresses, melody, tamber, rhythm and pauses.

In order to acquire a good pronunciation in a foreign language the learner must first of all know exactly what to do with

- A) his organs of speech to produce the nessesary speech- sounds,
- B) the articulation of speech-sounds of the foreing language,
- C) their definition, after learning the classification of speech-sounds,

It must be said in conclusion that teaching pronunciation we must not neglect such non-verbal elements as facial expression and gesture. The necessity of it can be proved by the fact that the actor in radio plays usully has to use a much wider range of intonation means than he normally would when visible to his audience, in order to compensate for the loss of what is contributed through the eye to the total effect. We can say in detail how facial expression should be brought into the teaching process. Nevethless we would recommend that gestures and facial expressions should never contradict intonation.

TO THE STUDENT

When a student can reproduce the natural flow of living speech he will certainly feel an artists satisfaction.

It is nessesary

- (1) to practise intelligently ;
- (2) to understand the phonetic structure of English and its relation to meaning;
- (3) to listen to and hear native speakers of English and follow to model.

Try not to work when you are too tired.

It's a danger of wrong practice when the student works alone; so this book tries to give clear instructions about what to do when you practice.

The repetition may be as slow as you like, but firm and even. First say the parts separatly, then put them together.

Finally, remember, when you pronounce, you should be aware of the particular speech situation.

You never read in the same manner as we speak on the subject, you never talk in the same way to your teachers as to intimate friends. So whatever you say must be stylistically adequate.

THE ORGANS OF SPEECH AND THEIR WORK

In any language people speak (if they have no physical defects) using their organs of speech (Fig . 1).

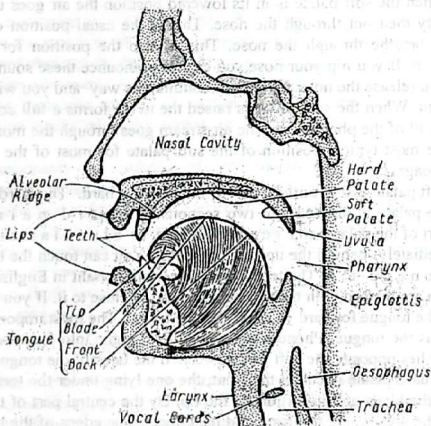


Fig. 1.

The air stream released by the *lungs* goes through the *windpipe* and comes to the *larynx*, which contains the *vocal cords*. The vocal cords are two elastic folds which may be kept apart or brought together.

The opening between them is called the *g l o t t i s*. This is the usual state of the vocal cords, when we breathe out. If the tense vocal cords are brought together, the air stream forcing an opening makes them vibrate and we hear some voice. Let us pronounce the Russian sound [ʒ]. Put your finger on the larynx and produce a long [ʒ:] sound. You will feel the vibration of the vocal cords and hear voice. Such sounds are called *voiced*. Now produce a long Russian sound [c]. No vibration is felt, no voice is heard. This is a *voiceless* sound, which is made with the vocal cords kept apart.

There is one more state of the vocal cords which results in the *glottal stop*. When the vocal cords are brought close together and then opened suddenly by the air stream there comes a sort of coughing noise, a kind of the 'click' of the vocal cords. This sound is called the *glottal stop*.

On coming out of the larynx the air stream passes the pharynx.

The pharyngeal cavity extends from the top of the pharynx to the soft palate, which directs the air stream either to the mouth or nasal cavities, which function as the principal resonators.

The soft palate can be easily seen in a hand mirror. Now open your mouth wide and say the vowel *a*: Looking into the mirror you will see the in soft palate, the very end of which is known as the uvula. The soft palate can easily move. When the soft palate is in its lowered position the air goes up into the nasal cavity then out through the nose. This is the usual position of the soft palate we breathe through the nose. This is also the position for the nasal sounds *m, n*; if you nip your nose you cannot pronounce these sounds. But as soon as you release the nose the air will continue its way and you will hear the sound again. When the soft palate is raised the uvula forms a full contact with the back wall of the pharynx and the air stream goes through the mouth cavity. This is the most typical position of the soft palate for most of the sounds of many languages.

The soft palate is the furthest part of the palate is hard. This hard and fixed part of the palate is divided into two sections: The **h a r d p a l a t e** (the highest part of the palate) and **t e e t h r i d g e** or **a l v e o l a r r i d g e** (the part immediately behind the upper front teeth). You can touch the teeth ridge with the **t o n g u e - t i p**. The teeth ridge is very important in English as many consonants are formed with the tongue touching or close to it. If you still move the tip of the tongue forward you will feel the teeth. The most important organ of speech is the tongue. Phoneticians divide the tongue into four sections, the part which lies opposite the soft palate is called the back of the tongue; the part facing the hard palate is called the front; the one lying under the teeth ridge is known as the blade and its extremity the tip. By the central part of the tongue we mean the area where the front and back meet. The edges of the tongue are known as the rims. The tongue may lie flat or move in the horizontal or vertical directions. It can also change its shape so that the sides are curved up forming a groove.

The lips can take up various positions as well. They can be brought firmly together or kept apart *neutral, rounded, or protruded* forward.

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

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

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

THE CLASSIFICATION OF SPEECH - SOUNDS

Speech-sounds are divided into vowels and consonants. A vowel is a sound in the articulation of which the air passes through the mouth freely (there is no obstruction to the stream of air). The stream of air is weak. The tongue and the vocal cords are tense, muscular tension is distributed more or less evenly throughout the mouth cavity and the pharynx, as in [u:], for example.

A consonant is a sound in the production of which an obstruction is formed in the mouth by the organs of articulation. The organs of speech are at the place of obstruction, the stream of air is strong, especially in the articulation of voiceless consonants, as in [t], [p], [f], for example.

The particular quality of consonant sounds depends on the kind of "noise" that results when the tongue, or the lips, or the uvula obstruct the air-passage.

Consonants are subdivided into *noise consonants* and *sonorous consonants*, or *sonorants*.

An obstruction is formed in the articulation of sonorants as well, but the air-passage is wider than in a formation of noise consonants. This results in very little friction produced by the rather weak stream of air. That is why in the production of sonorants tone prevails over noise, whereas in all the other consonants (both voiced and voiceless) noise prevails over tone. The English sonorants are [m], [n], [ŋ] and [w], [r], [j].

TYPES OF OBSTRUCTION

There are two types of obstruction: complete and incomplete.

A *complete* obstruction is formed when two organs of speech are in contact with each other and the air-passage through the mouth is blocked. This contact may be released quickly, as in the case of the English [p], [b], [t], [d], [k], [q], as in the case of the English [tʃ], [dʒ]. The contact between the organs of speech in the mouth cavity is not released during the articulation of the English sonorant [m],[n],[ŋ]. In this case the soft palate with the uvula is lowered and the air passes out through the nasal cavity.

An *incomplete* obstruction is formed when an articulating organ (articulation) is held so close to a point of articulation as to narrow, or constrict, the air-passage without blocking it completely.

The narrowing may be *round* or *flat*.

A *round* narrowing is formed by the lips in the articulation of the English sonorant [w]. The narrowing is also called round when a narrow, short groove is formed in the middle of the blade of the tongue, which is held close to the teethridge (as in the case of the English [s], [z] or the upper teeth).

The narrowing is called *flat* when a narrow, short, flat opening is formed between two organs of speech (as in the case of the English [f], [v], [θ], [ð], [ʃ], [ʒ], [h]).

THE CLASSIFICATION OF ENGLISH CONSONANT PHONEMES

Consonants are usually classified according to the following principles:

- I. According to the manner of the production of noise and according to the type of obstruction.
- II. According to the active organ of speech and according to the place of obstruction.
- III. According to the work of the vocal, cords.

I. CLASSIFICATION ACCORDING TO THE MANNER OF THE PRODUCTION OF NOISE AND ACCORDING TO THE TYPE OF OBSTRUCTION

According to this principle consonants are divided into the following groups:

1. **Occlusive**
2. **Constrictive,**
3. **Occlusive-constrictive (affricates)**
4. **Rolled consonants.**

1. OCCLUSIVE consonants are sounds in the production of which the air-passage through the mouth is completely blocked, that is to say, a complete obstruction is formed.

Occlusive consonants may be:

(A) noise consonants, which are also called plosive consonants, or stops.

(B) occlusive sonorant.

Plosive consonants, or stops, are sounds in the production of which a contact between two organs of speech is formed, which is then quickly released so that a kind of explosion is produced, as in the case of the English [p], [b], [t], [d], [k], [g]

Occlusive sonorants are sounds in the production of which the air-passage through the mouth is blocked while the soft palate is lowered so that the air can pass through the nasal cavity, as in the case of the English [m], [n], [ŋ]. These sounds are also called nasal sonorants.

2. CONSTRUCTIVE consonants are those in the production of which the air-passage is not blocked completely, but is narrowed, or constricted, an incomplete obstruction is formed.

The narrowing may be of different shape and size and the sound may be pronounced with **one focus** (place of obstruction) or **two foci**.

When a consonant is pronounced with one focus, the narrowing is formed only in one place as in the case of the English [f], [v], [s], [z], [θ], [ð].

When a consonant is pronounced with two foci, the narrowing is formed in two places, as in the case of the English [ʃ], [ʒ].

Consonants pronounced with one focus are called unicentral.

Consonants pronounced with two foci are called bicentral.

According to the size of the narrowing constructive consonants are divided into two groups : (A) noise consonants, also called fricative consonants, in the production of which the air passage is rather wide.

(A) **Fricative** consonants are those in the production of which the air passing through a narrowing produces audible friction

Fricative consonants may be : (a) **unicentral** and (b) **bicentral**.

(a) **Unicentral** consonants are those in the production of which the narrowing has only one focus, or centre of obstruction, as in the case of the English [f]. Unicentral consonants may be produced:

(1) with a flat narrowing

(2) with a round narrowing.

(1) In pronouncing a consonant with a flat narrowing the articulator is somewhat flat when it is held close to the point of articulation, as in the case of the English [f] and [v].

The English fricative consonants pronounced with a flat narrowing are [f], [v], [θ], [ð], [ʃ], [h]; the Russian fricative consonants pronounced with a flat narrowing are [ф], [в], [ш], [ж], [х].

(2) When a consonant with a round narrowing is pronounced, there is a small, shot, round opening (or groove) between the articulator and the point of articulation. For example, when the English [s] and [z] are pronounced, there is a groove formed in the middle of the blade of the tongue, which is opposite the teeth-ridge. The groove is very short and narrow, the sides of the blade of the tongue are slightly raised. Thus the English [s], [z] are pronounced with a round narrowing, and so are the Russian [c], [z].

(b) **Bicentral** consonants are those in the production of which the narrowing has two foci, or two centres, of obstruction, as in the case of the English [ʃ], [ʒ]. Bicentral consonants may be produced:

(1) with a front secondary focus

(2) with a back secondary focus.

(1) When a consonant with a front secondary focus is pronounced, the middle part of the tongue is raised in the direction of the hard palate, forming a second place (or focus) of constriction, as in the case of the English [ʃ] and [ʒ].

Thus the English fricative consonants pronounced with a front secondary focus are [ʃ] and [ʒ].

(2) When a consonant with a back secondary focus is pronounced, the back part of the tongue is raised against the soft palate, forming a second place (or focus) of constriction.

In English, there are no fricative consonants pronounced with a back secondary focus. The English and Russian bicentral fricative consonants [f], [ʒ], [w], [x] are produced with a flat narrowing.

(B) Constrictive sonorants are sounds in the production of which the air-passage is rather wide, so that the air passing through the narrowing does not produce audible friction. Consequently, in the production of constrictive sonorants tone prevails over noise. Constrictive sonorants may be (a) medial and (b) lateral.

(a) Medial sonorants are those in the production of which a narrowing is formed by reducing the size of the air-passage at the sides of the tongue and leaving the air-passage open in the middle, as in the case of the English [w], [r], [j]

(b) Lateral sonorants are those in the production of which the tip of the tongue is pressed against the teeth-ridge or the teeth, and the sides of the tongue are lowered, leaving the air-passage open along them, as in the case of the English [l] and the Russian [л].

3. OCCLUSIVE-CONSTRUCTIVE consonants, or affricates, are noise consonants in the production of which a contact is first made between the articulating organs, which is then slowly released, forming a narrow air-passage at the end of the articulation of the sound. Thus in the articulation of an affricate the stream of air is first stopped and then the closure is released with friction.

Affricates, like fricatives, may be:

(a) unicentral

(b) bicentral.

(a) Unicentral affricates are those in the production of which the narrowing has only one focus, or centre of obstruction, as in the case of the Russian [ц], which is produced with a round narrowing.

(b) Bicentral affricates, are those in the production of which the narrowing has two centres, or places of obstruction, as in the case of the English [tʃ], [dʒ] and the Russian [ч]. In the articulation of these affricates, in addition to the focus formed by the tip (in the case of the English [tʃ] and [dʒ] or the tip and the blade of the tongue against the teeth-ridge (in the case of the Russian [ч], another focus is formed by the middle of the tongue raised in the direction of the hard palate. This is a front secondary focus. In the production of these affricates a flat narrowing is formed.

4. ROLLED sonorants are sounds in the production of which an articulating organ (such as the tip of the tongue) vibrates in the stream of air interrupting it repeatedly and forming momentary obstructions, as in the case of the Russian [р].

II. CLASSIFICATION ACCORDING TO THE ACTIVE ORGANS OF SPEECH AND THE PLACE OF OBSTRUCTION

According to the active organ of speech consonants are divided into the following groups :

1 labial

2 lingual

3 pharyngal.

1. **LABIAL** consonants may be (A) bilabial and (B) labio-dental.

(A) **Bilabial** consonants are articulated with the lips brought together, as in the case of the English [p], [b], [m], [w]. In pronouncing the English [w] the lips are slightly protruded and rounded, forming a round narrowing.

(B) **Labio-dental** consonants are articulated with the lower lip against the upper teeth. The English labio-dental consonants are [f], [v], the Russian labio-dental consonants [ф], [в].

2. **LINGUAL** consonants may be (A) forelingual. (B) mediolingual, and (C) backlingual.

(A) **Forelingual** consonants are articulated by the tip and blade of the tongue or only by the blade of the tongue. According to the position of the lip of the tongue forelingual consonants may be (a) dorsal, (b) apical, and (c) cacuminal.

(a) **Dorsal** consonants are articulated by the blade of the tongue against either the upper teeth or the teeth-ridge, the tip being passive and lowered, as in the case of the Russian (Kyrgyz) [r], [л], [н], [с], [з].

(b) **Apical** consonants are articulated by the tip of the tongue against either the upper teeth or the teeth-ridge, as in the case of the English consonants [t], [d], [l], [n], [s], [z], [θ], [ð] and the Russian consonants [л], [ш], [ж], [ч].

(c) **Cacuminal** consonants are those in the production of which the tip of the tongue is raised, leaving a spoon-shaped depression in the middle part of the tongue. The tip of the tongue is raised against the back part of the teeth-ridge, as in the case of the English consonant [r], or repeatedly touches the teeth-ridge, as in the case of the Russian [p].

According to the place of obstruction forelingual consonants are divided into the following groups:

(1) dental (interdental or post-dental),

(2) alveolar,

(3) palato-alveolar,

(4) post-alveolar.

(1) **Dental** consonants are articulated against the upper teeth either with the tip, as in the case of the English [ð], [θ], or with the blade of the tongue, as in the case of the Russian [r], [л], [н], [с], [з].

(2) **Alveolar** consonants are articulated by the tip of the tongue against the teeth-ridge, as in the case of the English [t], [d], [n], [l], [s], [z] and the Russian [п].

(3) *Palato-alveolar* consonants are articulated by the tip and blade of the tongue against the teeth-ridge or the back part of the teeth-ridge, while the middle of the tongue is raised in the direction of the hard palate, as in the case of the English [ʃ], [ʒ], [tʃ], [dʒ] and the Russian [p].

(4) *Post-alveolar* consonants are articulated by the tip of the tongue against the back part of the teeth-ridge, as in the case of the English [r].

(B) Mediolingual consonants are articulated by the back of the tongue against the hard palate, as in the case of the English consonant [j] and the Russian consonant [й].

(C) Backlingual consonants are articulated by the back of the tongue against the soft palate, as in the case of the English consonants [k], [q], [ŋ] and the Russian consonants [к], [r], [x].

According to the place of obstruction backlingual consonants are called velar. In the case of the English [k], [q], [ŋ] and the Russian [к], [r] the back of the tongue touches the soft palate, whereas in the case of the Russian [x] the back of the tongue is held close to the soft palate, forming a flat narrowing.

3. **PHARYNGAL** consonants are articulated in the **pharynx**, when the back wall of the pharynx is slightly contracted while the root of the tongue moves a little towards the back wall of the pharynx, as in the case of the English [h]

III. CLASSIFICATION ACCORDING TO THE WORK OF THE VOCAL CORDS

According to this principle consonants are divided into two groups:

1. voiceless consonants and

2. voiced consonants.

1. **VOICELESS** consonants are sounds in the production of which the vocal cords are kept apart and do not vibrate, as in the case of the English [p], [t], [k], [f], [s], [h], [θ], [ʃ], [tʃ], and the Russian [п], [т], [к], [ф], [с], [ш], [х], [ч], [ц].

2. **VOICED** consonants are sounds in the production of which the vocal cords are brought close together and vibrate, as in the case of the English [p], [d], [q], [v], [z], [m], [n], [w], [l], [r], [j], [ð], [ʒ], [dʒ], [ŋ] and the Russian [б], [д], [р], [в], [з], [ж], [м], [н], [л], [р], [п], [й].

IV. CLASSIFICATION ACCORDING TO THE POSITION OF THE SOFT PALATE

According to this principle consonants are divided into two groups:

1. oral
2. nasal

1. ORAL consonants are sounds in the production of which the soft palate is raised, and the air passes only through the mouth cavity, as in the case of the English [p], [b], [t], [d], [k], [g], [f], [v], [s], [z], [h], [w], [l], [r], [j], M, [θ], [n], [ŋ], [ʃ], [ʒ], [dʒ], [d] and the Russian [п], [б], [т], [д], [к], [г], [ф], [в], [с], [з], [ш], [ж], [ч], [ц], [л], [р], [й].

2. NASAL consonants are sounds in the production of which the soft palate is lowered, and the air passes out through the nasal cavity, as in the case of the English [m], [n], [ŋ] and the Russian [м], [н].

THE CLASSIFICATION OF ENGLISH VOWEL PHONEMES

The English vowel phonemes are divided first of all into two large groups: *monophthongs* and *diphthongs*. This division is based on the stability of articulation.

A *monophthong* is a vowel in the pronunciation of which the organs of speech (principally the tongue and the lips) do not perceptibly change their position throughout the duration of the vowel, as in [i], [e], [a:], [ɜ:], [o:].

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

The first element of an English diphthong is called *the nucleus*. It is a strong, clear and distinct vowel sound. The second element is rather weak; it is called *the glide*.

There are nine diphthongs in English: three with a glide towards [i] [ai], [oi], two with a glide towards

Besides these diphthongs, there are two vowels in English [i:] and [u:] which may have a diphthongal pronunciation: in the articulation of these vowels the organs of speech change their position but very slightly. These vowels are called diphthongized vowels; or diphthongoids.

As it stated before, the particular quality, or timbre, of vowels depends on the volume and shape of the mouth-resonator and to a great extent also on the shape and size of the opening of the resonator. The shape and size of the mouth-resonator are changed by the movements of the tongue and the lips. The opening of the mouth-resonator is formed either by the lips when they are neutral or rounded and protruded, or by the teeth when the lips are spread.

When the lips are rounded and protruded, as in the case of the Russian [y] and the English [u:], [o:]. they increase the volume of the mouth-resonator.

In vowel production the tongue may move in a *horizontal* direction (that is to say, it may move forward and backward) and in a *vertical* direction (that is to say, it may be raised to various heights in the mouth).

As a result of these movements, the tongue may take up various positions in the mouth cavity.

Moving in the *horizontal* direction, the bulk of the tongue may be in different parts of the mouth while one of the parts of the tongue is at the same time raised higher than the others. Thus in pronouncing the English [i:] the bulk of the tongue is in the front part of the mouth while the middle of the tongue is higher than its other parts. In pronouncing the English [o] the bulk of the tongue is in the back part of the mouth while the back of the tongue, although low, is higher than its other parts.

According to the *vertical* movement of the tongue its raised part may be at different heights with respect to the roof of the mouth. Thus in pronouncing the English [i:] the middle of the tongue is raised very high towards the hard palate, while in pronouncing [ʒ] the same part of the tongue is raised very little.

Different positions of the tongue determine the shape of the mouth-resonator and, consequently, the quality, or timbre, of vowels.

However, in English the character of certain vowels varies not only with their quality, but also with their quantity, or length (duration). Thus the English [o:] differs from [o] not only because it is pronounced with the back of the tongue raised a little higher and the lips rounded a little more than in the case of [o], but also because [o:] is longer than [o] when both vowels occur in the same

Close vowels into:

(a) vowels pronounced with a *narrow* variation of a high position of the tongue, such as [i:], [u:]

(b) vowels pronounced with a *broad* variation of a high position of the tongue, such as [i], [u].

Open vowels into:

(a) vowels pronounced with a *narrow* variation of a low position of the tongue, such as [o:], [ɑ:]

(b) vowels pronounced with a *broad* variation of a low position of the tongue, such as [a:], [æ:].

Mid-open vowels into:

(a) vowels pronounced with a *narrow* variation of a medium position of the tongue, such as [e], [ɜ:]

(b) vowels pronounced with a *broad* variation of a medium position of the tongue, such as [ə], [ʌ].

Thus altogether there are six groups of English vowel phonemes, which are differentiated according to the vertical movement of the tongue.

II. CLASSIFICATION OF ENGLISH VOWELS ACCORDING TO THE POSITION OF THE LIPS

According to the position of the lips vowels may be:

1. rounded

2. unrounded.

1. Rounded vowels are those in the production of which the lips are more or less rounded and protruded. The English rounded vowels are [o], [o:], [u], [u:]. The Russian - [y], [o].

2. Unrounded vowels are those in the production of which the lips are spread or neutral. The English unrounded vowels are [i:], [i], [e], [æ], [a:], [a], [ɜ:], [ə]. The Russian [э], [u], [а].

III. CLASSIFICATION OF ENGLISH VOWELS ACCORDING TO LENGTH

According to their length vowels may be:

1. long

2. short.

1. The following English vowels may be described as long: [i:], [a:], [o:], [u:], [ɜ:] and in certain positions [æ]

2. The following English vowels may be described as short: [i], [a], [o], [u], [e], [ə]. There is no differentiation of Russian vowel phonemes according to length.

IV. CLASSIFICATION OF ENGLISH VOWELS ACCORDING TO THE DEGREE OF TENSENESS

According to the degree of tenseness vowels are divided into two groups:

1. tense

2. lax .

1. Tense vowels are those in the production of which the organs of speech are tense, that is to say, the muscles of the tongue, the walls of the mouth-resonator and of the pharynx are tense. All the English long vowels are tense, viz: [h], [a:], [o:], [u:], [ɜ:].

2. Lax vowels are those in the production of which the muscles of the organs of speech are less tense. All the English short vowels are lax, viz: [i], [e], [a], [o], [u], [ə].

The greater tenseness of long vowels is closely connected with their length. In pronouncing a long vowel the organs of speech are held in a certain position for a rather long time. Retaining the quality of a long vowel unchanged requires greater muscular tension of the organs of speech than in the articulation of a short vowel.

In addition to the above principles, the English vowels are also classified according to the *character of their end*. From this point of view they may be (a) *checked* and (b) *free*.

(a) Checked vowels are those which are pronounced without any diminution in the force of utterance towards their end. They have, therefore, a strong end. They end abruptly and are interrupted, so to speak, by the consonant immediately following. Therefore they can only occur in a closed syllable which ends in a consonant sound. All the English short vowels under stress are *checked*, viz: [i], [e], [æ], [o], [u], [ʌ].

(b) Free vowels are those which are pronounced with a diminution in the force of utterance towards their end. Free vowels need not be immediately followed by a consonant and may, therefore, occur at the end of a syllable, i. e. in an open syllable. All the English long monophthongs and all the diphthongs are free, no matter whether they are stressed or not. The English short vowels in an unstressed syllable are also free. All the Russian vowels are free too.

ARTICULATION OF ENGLISH CONSONANTS LOCCLUSIVE CONSONANT PHONEMES

There are nine occlusive consonant phonemes in English. Six of them are plosive consonants [p], [b], [t], [d], [k], [g] and three are nasal sonorants [m], [n], [ŋ].

(A) OCCLUSIVE NOISE CONSONANTS (PLOSIVES, or STOPS)

The phonemes [p], [b].

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

In the production of [p] the vocal cords are "kept apart and do not vibrate", whereas in the articulation of [b] they are drawn near together and vibrate.

Definition: [p] and [b] may be defined as:

1. occlusive noise (plosive),
2. labial, bilabial,

3. The phoneme [p] is voiceless, the phoneme [b] is voiced.
4. They are oral consonants.

Exercise 1. Read the sounds in contrast. Transcribe:

Sound 1.	Sound 2.	
Pig	big	tap-tab
pear	bear	capable-cable
port	bought	caper-caber
cup	cub	poppy-bobby

Exercise 2. Read and learn the tongue-twister. Transcribe it:

Peter Piper picked a peck of pickled peppers
 A peck of pickled peppers Peter Piper picked
 If Peter Piper picked a peck of pickled peppers
 Where is the peck of pickled peppers Peter Piper picked ?

Exercise 3. Read and learn a limerick . Transcribe it:

There was a man of Calcutta,
 Who spoke with a terrible stutter.
 At breakfast he said,
 "Give me b-b-b-bread And b-b-b-b-b-butter."

Exercise 4. Read the proverbs and give the equivalents in your native language.
 Learn them by heart:

1. Pride goes before a fall.
2. The proof of the pudding is in the eating.
3. Promise little do much..
4. Business before pleasure.
5. Beauty lies in lover's eyes .

The phonemes [t], [d].

In the production of the English consonants [t] and [d] the soft palate is raised. The tip of the tongue touches the teeth-ridge (apical articulation). Thus contact is made so that the air-passage through the mouth is completely blocked for a short time. The air is compressed by pressure from the lungs, and when the tip of the tongue is quickly removed from the teeth-ridge, the air escapes with a kind of (ex)plosion.

In the production of [t] the vocal cords are kept apart and do not vibrate, whereas in the articulation of [d] they are drawn near together and vibrate.

Thus [t],[d] may be defined as:

1. occlusive, noise (plosive)
2. lingual, forelingual, apical, alveolar
3. the phoneme [t] is voiceless, the phoneme [d] is voiced.
4. They are oral.

Exercise 1. Listen and read. Transcribe:

[t] ten	letter	set
tell	better	wet
toy	pretty	met
teacher	bottle	fat
television	pattern	bit
[d] dad	student	cold
dean	under	red
dog	older	good
day	modern	bad

Exercise 2. Listen and repeat:

[t]	[d]
ted	dead
write	ride
teeth	deer

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

1. Betty Botta bought some butter,
But she said; "This butter's bitter.
But a bit of better butter,
Will make my butter better.
2. It's a pity that Little Kitty lives in a big city.

Exercise 4. Read and learn a limerick . Transcribe it:

There once was a tutor named Tukes,
Taught the children of several dukes,
But the most they could do
Was to add two and two
So the dukes sacked that tutor named Tukes.

Exercise 5. Read the proverbs and make up your own situations. Learn them by heart:

1. To tell tales out of school.
2. Take care of the pence and the pounds will take care of themselves.
3. Two hands are better than one.
4. Don't trouble trouble until trouble troubles you.
5. Don't cross a bridge till you come to it.

The phonemes [κ], [g]

In the production of the English consonants [κ],[g] the soft palate is raised. The back part of the tongue touches the soft palate. Thus contact is made

so that the air-passage through the mouth is completely blocked for a short time. The air is compressed by pressure from the lungs, and when the back part of the tongue is quickly removed from the soft palate, the air escapes with a kind of (ex)plosion.

In the production of [k] the vocal cords are kept apart and do not vibrate, whereas in the articulation of [g] they are drawn near together and vibrate. Thus [k] and [g] may be defined as:

1. occlusive, noise(plosive)
2. lingual, backlingual, velar,
3. The phoneme [k] is voiceless, the phoneme [g] is voiced.
4. They are oral.

Exercise 1. Listen and read. Transcribe:

[k]	class	Dickens	back
	coat	chocolate	book
	cat	breakfast	quick
	key	bicycles	cake
[g]	glass	begin	dog
	goat	youngest	egg
	gas	biggest	frog
	girl	again	leg
	go	argue	dig

Exercise 2. Listen and repeat:

Sound [k]	Sound [g]		
back	bag	clock	dog
Dick	dig	pick	pig

Exercise 3. Read and learn a limerick. Transcribe it:

There was a young man who was bit ten
 By twenty two cats and a kitten.
 Cried he, "It is clear,
 My end' is quite near.
 No matter! I'll die like a Briton."

Exercise 4. Read the proverbs. Learn them by heart:

1. Every country has its customs.
2. Cut your coat according to your cloth.
3. Custom is a second nature.
4. All that glitters is not gold.
5. Curiosity killed a cat.
6. To carry coal to Newcastle.

(B) OCCLUSIVE NASAL SONORANTS.

There are three occlusive (nasal) sonorants in English, they are [m], [n], [ŋ].

Phoneme [m]

In the production of the English consonant [m] the soft palate is lowered. The lips are slightly spread, tense and pressed together, forming a complete obstruction to the flow of air through the mouth cavity. The air passes out through the nose. The vocal cords are drawn near together and vibrate.

Thus [m] may be defined as :

1. Occlusive.
2. Labial, bilabial.
3. Voiced.
4. Nasal sonorant.

Exercise 1. Listen and read. Transcribe

market	swimming	home
map	camel	farm
me	common	come
money	woman	room

Exercise 2. Read and learn the tongue-twister. Transcribe it:

If many men knew
What many men know
If many men went
Where many men go
If many men did
What many men do
The would would be better
I think so don't you?

Exercise 3. Read and learn a limerick . Transcribe it:

There was an old man of Moldavia
Who had the most curious behavior
For while he was able
He slept on a table

Exercise 4. Read the proverbs. Learn them by heart:

1. The busiest man finds the most leisure,
2. If a man deceives me once, shame on him, if he deceives me twice, shame on me.
3. Diamond cut diamond.
4. Be slow to promise and quick to perform.

The phoneme [n]

In the production of the English consonant [n] the soft palate is lowered and the tip of the tongue touches the teeth-ridge (apical articulation), forming a

complete obstruction to the flow of air through the mouth cavity. The air passes out through the nose. The vocal cords are drawn near together and vibrate.

Thus [n] may be defined as:

1. Occlusive
2. Lingual, forelingual, apical, alveolar.
3. Voiced
4. Nasal sonorant.

Exercise 1. Listen and read. Transcribe:

nose	winter	man
night	winner	son
name	minute	season
nice	pencil	fine

Exercise 2. Read and learn the tongue-twister. Transcribe it:

I need not your needles
Flags are needless to me
But I did many neat trousers
But need to be unneed
I then should have need
If your needles indeed.

Exercise 3. Read and transcribe the limerick:

There was a young lady named Bright,
Whose speed was much faster than light.
She went out one day, in a relative way,
And returned on the previous night.

Exercise 4. Read the proverbs. Learn them by heart:

1. Well begun is half done.
2. Neck or nothing.
3. No man can serve two masters.
4. Neither rhyme nor reason.
5. Neat as a new pin.

The phoneme [ŋ]

In the production of the English consonant [ŋ] the soft palate is lowered and the tip of the tongue touches the teeth-ridge (apical articulation), forming a complete obstruction to the flow of air through the mouth cavity. The air passes out through the nose. The vocal cords are drawn near together and vibrate.

Thus [ŋ] may be defined as:

1. Occlusive
2. Lingual, backlingual, velar
3. Voiced
4. Nasal sonorant

Exercise 1. Listen and read. Transcribe:

wrong	anle
spring	drink
morning	anchor

Exercise 2. Read and learn the tongue-twister:

Spades for digging, pens for writing
Ears for hearing, teeth for biting
Eyes for seeing, legs for walking
Tongues for tasting and for talking.

Exercise 3. Read and transcribe the limerick:

There was a young man of Wrekin
Whose shoes made a terrible creaking
But they said "tell us whether
Your shoes are of leather,
Or of what you young man of Wrekin.

Exercise 4. Read the proverbs and learn them by heart:

1. A good beginning makes a good ending.
2. Everything comes to him who waits.
3. Nothing venture nothing come.
4. Let sleeping dogs lie.

The phonemes [f], [v].

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

Thus [f], [v] may be defined as:

1. Constrictive, fricative, unicentral consonant pronounced with a flat narrowing.
2. Labial, labio-dental
3. The phoneme [f] is voiceless, the phoneme [v] is voiced
4. They are oral

Exercise 1. Listen and read. Transcribe:

[f]				[v]	
feet	coffee	safe	veal	evidence	save
feel	often	cough	visit	advice	twelve
fish	before	enough	vote	cover	cave

Exercise 2 Read and learn the tongue-twister:

That fish has a fat fin, this fish is a fish

That has a thinner fin than that fish.

Exercise 3 Read the proverbs and learn them by heart:

1. First think then speak
2. Forewarned is forearmed.
3. Fortune favours the brave.
4. If the cap fits, wear it.
5. Far from eye, far from heart.

The phonemes [θ], [ð].

In the articulation of the English phonemes [θ], [ð] the soft palate is raised, the tip of the tongue slightly projects out between the upper and lower teeth, the blade of the tongue is placed against of the upper teeth to form a flat narrowing, the main part of the tongue being fairly flat and relaxed, while the air passes through the narrowing with friction.

In the production of [θ] the vocal cords are kept apart and do not vibrate, whereas in the articulation of [ð] they are drawn near together and vibrate. Thus [θ], [ð] may be defined as:

1. Constrictive, fricative, unicentral consonants pronounced with *aflat* narrowing.
2. Lingual, forelingual, apical, (inter)-dental
3. The phoneme [θ] is voiceless, the phoneme [ð] is voiced.
4. They are oral consonants.

Exercise I. Listen and read. Transcribe:

[ð]	this	mother
	that	father
	they	brother
	there	weather

[θ]	thing	month
	thick	fifth
	three	sixth
	thank	eighth
	thirty	thirtieth

Exercise 2. Listen and repeat:

Sound [s]	Sound [θ]
mouse	mouth
sum	thumb
sick	thick

Exercise 3. Read and learn the tongue-twister. Transcribe it:

We wonder whether the weather

Will whether the weather.

Or whether the weather

The weather will kill.

Exercise 4. Read and transcribe the limerick:

There was a young man of Devizes,

Whose ears were of different sizes;

The one that was small Was no use at all,

The other won hundreds of prizes.

Exercise 5. Read the proverbs. Learn them by heart:

1. There is no smoke without fire.
2. Good Health is above wealth.
3. Second thoughts are best.
4. Necessity is the mother of invention.
5. Nothing venture nothing have.

The phoneme [h].

In the articulation of the phoneme [h] the soft palate is raised, the back wall of the pharynx is slightly contracted, and the root of the tongue moves backward. The bulk of the tongue and the lips are held in the position necessary for the production of a following vowel.

The air passes through the pharynx producing slight friction. The vocal cords are kept apart and do not vibrate.

Thus [h] may be defined as:

1. Constrictive, unicentral consonant with *flat* narrowing
2. Pharyngeal
3. Voiceless
4. Oral consonant.

Exercise I. Listen and read. Transcribe:

he	behave
who	behind
hold	how

Exercise 2. Read and learn the tongue-twister. Transcribe it:

1. The hammer man hammers.
The hammer on the hard highroad.
2. He held his head high when he heard them praise
his heroism

Exercise 3. Read and transcribe the limerick:

There was an old man of Dunrose,
A parrot seized hold of his nose.
When he grew melancholy
They said "His name's Polly",
Which soothed that old man of Dunrose

Exercise 4. Read the proverbs. Learn them by heart:

1. Habit cures habit.
2. He who hesitates is last.
3. High wins blow on high hills.
4. Every man has his hobby horse.
5. Healthfull habit make healthy bodies.
6. Handsome is as handsome does.
7. He laughs best who laughs last.

The phonemes [s], [z].

In the pronunciation of [s], [z] the soft palate is raised, the tip and the blade of the tongue are held close to the teeth-ridge, while the sides of the blade of the tongue are raised, forming a short and narrow groove-like channel. Thus a round narrowing is formed through which the air passes with friction.

In the production of [s] the vocal cords are kept apart and do not vibrate, whereas in the articulation of [z] they are drawn near together and vibrate. Thus [s], [z] may be defined as:

1. Constrictive, fricative, unicentral consonants pronounced with a **round** narrowing
2. Lingual, fore-lingual, apical, alveolar
3. The phoneme [s] is voiceless, the phoneme [z] is voiced.
4. They are oral.

Exercise 1. Listen and read. Transcribe:

[s]	sit	lesson	this
	sack	nasty	focus
	seven	pencil	box
	sight	best	glass

Exercise 2. Listen and repeat:

[z]	zoo	noisy	is
	zed	easy	trees
	zero	exam	buzz

Exercise 3. Read and learn the tongue-twister. Transcribe it:

Sixty seconds make a minute.
Sixty times the clock ticks in it.
Sixty minutes make an hour.
To stay its flight we have no power.

Exercise 4. Read and transcribe the limerick:

There's a clever old miser who tries
Every method to e-con-omize.
He said with a wink, I save gallons of ink
"By simply not dotting my i's."

Exercise 5. Read the proverbs. Learn them by heart:

1. Second thoughts are best.
2. Speech is silver but silence is gold.
3. Necessity is the mother of invention.
4. So many men, so many minds.
5. Still waters run deep,
6. Silence gives consent.

(c) Bicentral Constrictive Fricative Phonemes

Pronounced with a Front Secondary Focus

English has two bicentral constrictive fricative phonemes pronounced with a front secondary focus: [ʃ] and [ʒ].

The phonemes [ʃ], [ʒ]

In the articulation of the phonemes [ʃ], [ʒ] the soft palate is raised. The tip with the blade of the tongue and the middle part of the tongue are simultaneously raised. A flat narrowing is formed by the tip and the blade of the tongue held close to the back part of teeth-ridge for the primary focus, and by the middle of the tongue raised in the direction of the hard palate to form the secondary focus. As the middle part of the tongue is raised, these sounds are slightly palatalized. The lips are rounded and slightly protruded. The air passes through the narrowing with friction.

In pronouncing [ʃ] the vocal cords are kept apart and do not vibrate, whereas in the production of [ʒ] they are drawn near together and vibrate.

Thus [ʃ], [ʒ] may be defined as:

1. Constrictive, fricative, bicentral consonants pronounced with a *front* secondary narrowing
2. Lingual, forelingual, apical, alveolar.
3. The phoneme [ʃ] is voiceless, the phoneme [ʒ] is voiced.
4. They are oral.

Exercise 1. Listen and read. Transcribe:

[ʃ]	snow	machine	wash
	shirt	pressure	dish
	shoe	social	cash
	she	nation	rush
[ʒ]	gendarme	measure	prestige
	jacket	pleasure	garage

Exercise 2. Listen and repeat:

Sound [s]	Sound [ʃ]
sea	she
sue	shoe
puss.	Push

Exercise 3. Read and learn the tongue-twister. Transcribe it:

1. She sells sea-shells on the sea-shore
The shells that she sell are sea-shells.
I'm sure.
2. The unusual confusion surrounding
the revision of the decision regarding
the closure of the garage is surely due
to some measure of collision.

Exercise 4. Read and transcribe the limerick:

There was a young lady of Kent
Who always said just what she meant;
People said, "She's a dear
So unique so sincere"
But they shunned her by common consent.

Exercise 5. Read the proverbs. Learn them by heart:

1. Eat with measure drink with pleasure.
2. Business before pleasure.
3. Better short of pence than short of sense.
4. Neither fish nor flesh.
5. Stolen pleasures are sweetest.

(B) CONSTRUCTIVE SONORANTS

There are four constrictive sonorants in English: [w], [r], [j], [l]; three of them are medial, viz. [w], [r], [j], and one of them lateral, viz. [l].

(a) Constrictive Medial Sonorants

There are three constrictive medial sonorants in English: [w], [j], [r].

The phoneme [w]

In-pronouncing the phoneme [w] the soft palate is raised.

The lips are tense, rounded and slightly protruded, forming a round narrowing (the primary focus) while the back of the tongue is raised towards the soft palate as for [u] or even higher (The secondary focus).

The sides of the tongue are raised, and the air-passage is open along the central part of the tongue. The air passes through the round narrowing between the lips without any audible friction. As the air-passage is rather wide, in the articulation of the phoneme [w] tone prevails over noise.

The vocal cords are drawn near together and vibrate.

The sound is very short and weak. The tongue and the lips immediately glide from the position for [w] to that of a following vowel.

Thus [w] may be defined as:

1. Constrictive, medial, bicentral sonorant pronounced with a *back* secondary focus.
2. Labial, bilabial
3. Voiced
4. Oral sonorant.

Exercise 1: Listen and read. Transcribe:

White	quarter	window
week	square	yellow
warm	quite	widow
work	quick	water

Exercise 2. Listen and repeat:

Sound [v]	Sound [w]
vet	wet
vine	wine
veil	whale

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

1. Why do you cry, Willie?
Why do you cry?
Why, Willie? Why, Willie? Why, Willie?
Why?

2. When the weather is wet.
We must not fret,
When the weather is cold.
We must not scold
When the weather is warm
We must not storm
But be thankful together
Whatever the weather.

Exercise 4. Read and transcribe the limerick:

There once lived a lad in Quebec
Who was buried in snow to his neck.
When asked, "Are you freeze?"
He replied, "Yes, I is, but I hope it gets colder by
heck!"

Exercise 5. Read the proverbs. Learn them by heart:

1. Where there is a will there is a way.
2. While there is a life there is hope.
3. East or West home is best.
4. Still waters run deep.
5. Time works wonders.

The phoneme [j].

in the articulation of [j] the soft palate is raised, the middle of the tongue is held against the hard palate at approximately the same height as in pronouncing the vowel [i]. The sides of the tongue are raised, leaving the air-passage open along the central part of the tongue. The tip of the tongue is lowered.

The vocal cords are drawn near together and vibrate.

The air-passage is rather wide, the air passes without any audible friction through the narrowing formed by the middle part of the tongue against the hard palate.

That is why tone prevails over noise in the articulation of [j]. The sound is very short and weak. The tongue immediately glides from the position for [j] to that of the following vowel.

Thus [j] may be defined as:

1. Constrictive, medial sonorant
2. Lingual, mediolingual, palatal
3. Voiced
4. Oral.

Exercise 1. Listen and read. Transcribe:

[j]	you	new
	yellow	student
	yard	human
	yes	January

Exercise 2. Read and transcribe the limerick:

They call me little Sleepy Head.
I yawn at work, I yawn at play.
I yawn and yawn and yawn to bed
That's why they call me sleepy Head.

Exercise 3. Read the proverbs. Learn them by heart:

1. No news is good news.
2. Bad news has wings.
3. As you make your bed, so you must lie on it.
4. You never know with the weather.
5. Youth yearns to be old, while age yearns young again.

The phoneme [r].

In the articulation of the phoneme [r] the soft palate is raised. The tip of the tongue is raised towards the back of the teeth-ridge, forming a wide narrowing, while a spoon-shaped depression is made in the middle part of the tongue (cacuminal articulation).

The sides of the tongue are raised, leaving the air-passage open along the central part of the tongue. As the air-passage is rather wide, the air passes through the narrowing without any audible friction. As a result, tone prevails over noise in the pronunciation of [r]. The vocal cords are drawn near together and vibrate.

This kind of [r] may be defined as:

1. Constrictive, central sonorant
2. Lingual, forelingual, cacuminal, post-alveolar
3. Voiced
4. Oral.

Exercise I. Listen and read. Transcribe:

[r]	red	very	pretty
	read	sorry	bread
	rat	narrow	street

Exercise 2. Read and learn the tongue-twister. Transcribe it:

Robert Rowley rolled a round roll around.
A round roll Robert Rowley rolled round.
If Robert Rowley rolled a round roll round
Where is the round roll Robert Rowley rolled round ?

Exercise 3. Read and transcribe the limerick:

There was a Young Lady named Rood
Who was such an absolute prude.
That she pulled down the blind,
When changing her mind
That a curious eye should intrude.

Exercise 4. Read the proverbs. Learn them by heart:

1. When in Rome do as the Romans do.
2. Practice what you preach.
3. Great boast small roast
4. As the tree so the fruit.
5. The poorest truth is better than the richest lie.

(b) Constrictive Lateral Sonorants. There is one constrictive lateral phoneme in English, [l].

The phoneme [l]

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

The second is called the "dark" [ɫ]. It is used before consonants and in word-final position, e. g. [tʃildrən] *children*, [bel] *bell*, unless followed by a vowel or the sonorant [j] in the same sense-group. In the latter case the clear variant is used. Cf. [tel] *tell*- [tel ʌ s] *tell us*; [wɪl ju:] *will you*.

In pronouncing both variants of the phoneme [l] the soft palate is raised. The tip of the tongue is slightly pressed against the teeth-ridge (the primary focus) while the sides of the tongue are lowered forming rather wide passage. The air passes along these channel without audible friction. As a result, tone prevails over noise in the articulation of the phoneme [l].

Thus in the production of the clear and dark [l]-sounds the primary focus is the same, but the secondary focus is different.

In the articulation of the *clear* variant of the phoneme [l] the secondary focus is formed by the middle part of the tongue raised in the direction of the hard palate. This slightly palatalizes the sound.

In the articulation of the *dark* variant the secondary focus is formed by the back of the tongue, which is raised in the direction of the soft palate, giving a dark colouring to the sound.

In the articulation of both variants of the phoneme [l] the vocal cords are brought close together, drawn tight and vibrate.

Thus the phoneme [l] may be defined as:

1. Constrictive, bicentral, lateral sonorant
2. Lingual, forelingual, apical, alveolar
3. Voiced
4. Oral.

Exercise 1. Listen and read. Transcribe:

less-sell	lock	belt	little
let-tell	low	bell	world
lip-pill	late	ball	needle
lit-till	blow	call	middle

Exercise 2. Read and learn the tongue-twister. Transcribe it:

Little Lady Lilly lost her lovely locket
Lucky little Lucy found the lovely locket,
Lovely little locked lay in Lucy's pocket.

Exercise 3. Read and transcribe the limerick:

There was an old man, who when little
Fell casually into a kettle.
But growing too stout,
He could never get out
So he passed all his life in that kettle.

Exercise 4. Read the proverbs. Learn them by heart:

- [l] clear : 1. Live and learn. [l] dark: 1. All is well that ends well.
2. Let sleeping dogs lie 2. All is not gold that glitters.

4. OCCLUSIVE-CONSTRUCTIVE CONSONANT PHONEMES

There are two occlusive-constrictive consonant phonemes in English. They are: [tʃ] and [dʒ].

The phonemes [tʃ] and [dʒ].

In the production of the English consonants [tʃ] and [dʒ], the soft palate is raised. The tip and blade of the tongue are raised to touch the back part of the teeth-ridge. When contact is made, the air-passage through the mouth cavity is completely blocked for a short time. The air is compressed by pressure from the lungs. The moment the middle part of the tongue is raised in the direction of the hard palate, the tip of the tongue is slowly removed from the teeth-ridge, forming a flat narrowing through which the air passes with friction. Thus in the production of [tʃ], [dʒ], as in [tʃ], [dʒ], two foci of articulation are formed. The front secondary focus slightly palatalizes these sounds.

In the production of [tʃ] the vocal cords are kept apart and do not vibrate, whereas in the production of [dʒ] they are drawn near together and vibrate.

Thus [tʃ] and [dʒ] may be defined as:

1. Occlusive-constrictive
2. Lingual, fore-lingual, apical, palato-alveolar affricates pronounced with a *front* secondary focus.
3. The phoneme [tʃ] is voiceless, the phoneme [dʒ] is voiced.
4. Oral.

Exercise 1. Listen and read. Transcribe:

[tʃ]	chair	teacher	watch	[dʒ]	judge	bridge	soldier
	cheese	picture	bench		jelly	ridge	adjacent
	chalk	lecture	match		jam	age	pigeon

Exercise 2. Listen and repeat:

Sound [tʃ]	Sound [dʒ]
Cherry	Jerry
cheap	jeep
choke	joke
fetch	edge
search	surge

Exercise 3. Read and learn the tongue-twister. Transcribe it:

How much wood.	Jack and Jill
Would a woodchuck chuck	Went up the hill
If a woodchuck	To fetch a pail of water.
Would chuck wood.	Jack fell down
	And broke his crown,
	And Jill came tumbling

Exercise 4. Read the proverbs. Learn them by heart:

1. Don't count your chickens before they are hatched.
2. Knowledge is a treasure, but patience is a key to it
3. Scratch may back and I'll scratch yours.
4. The early bird catches the worm.
5. Too much knowledge makes the head bald.

THE ENGLISH MONOPHTHONGS

THE ENGLISH FRONT VOWELS There are **four** front vowel phonemes in the English language. They are [i:], [i], [e], [æ]

Vowel No. 1: [i:].

In pronouncing the phoneme [i:] the bulk of the tongue moves to the front part of the mouth, and the middle of the tongue is raised high in the direction of the hard palate, but not so high as to cause the stream of air to produce audible friction. During the articulation of the vowel the tongue slightly changes its position; the middle of the tongue moves from a more open and retracted position to a closer and more advanced one. The tenseness of the organs of speech gradually increases towards the end of the vowel. The vowel is long and free. The lips are spread or neutral. The opening between the jaws is rather narrow.

Thus the vowel [i:] may be defined as:

1. Front, close (a narrow variation of a high position of the tongue).
2. Unrounded.
3. Long.
4. Tense

Exercise 1. Listen and repeat:

sea	seventeen
sheep	coffee
me	meat

Exercise 2. Read and learn the tongue-twisters. Transcribe them:

1. A sailor went to sea
To sea what he could sea
But all he could see
Was sea, sea, sea.
2. If all the seas were one sea
What a great sea that would be.

Exercise 3. Read and transcribe the limerick:

There was an old person of Dean
Who dined on one pea and one bean;
For he said, "More than that would make me too fat",
That cautious old person of Dean.

Exercise 4. Read the proverbs. Learn them by heart:

1. A friend in need is a friend indeed.
2. A new broom sweeps clean.
3. People meet but mountains never greet.

4. Seeing is believing.
5. Extremes meet.
6. The nearer the bone the sweeter the meat.

Vowel No. 2: [i].

In the pronunciation of the phoneme [i] the bulk of the tongue is in the front part of the mouth cavity, but slightly retracted. The middle of the tongue is raised in the direction of hard palate, but not so high as for [i :]. The lips are spread or neutral. The opening between the jaws is narrow.

The vowel [i] is short, and, like all the other short vowels, it is lax. when stressed, it is always checked.

The phoneme [i] may be defined as:

1. Front-retracted, close (a broad variation of the high position of the tongue).
2. Unrounded.
3. Short.
4. Lax.

Exercise 1. Listen and read. Transcribe:

[i]	ill	kitten	pretty
	sit	chicken	many
	fit	beautiful	money

Exercise 2. Listen and repeat:

Sound [i :]	Sound [i]
sheep	ship
bean	bin
meal	mill

Exercise 3. Read and learn the tongue twisters. Transcribe them:

1. Six little kittens lost their mittens
It's a pity, they were so pretty.
2. 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.

Exercise 4. Read and transcribe the limerick:

There was an old man on a hill
Who seldom if ever stood still
He ran up and down
In his Grandmother's Gown
Which adorned that old man

Exercise 5. Read the proverbs. Learn them by heart:

1. It never rains but it pours.
2. Everything is good in its season .
3. If the cap fits, wear it.
4. There is many a slip between the cup and the lip.
5. The devil is not so black as he is painted.

Vowel No. 3: [e].

In pronouncing the phoneme [e] the bulk of the tongue is in the front part of the mouth cavity. The middle of the tongue is raised in the direction of the hard palate, but a little less than for the [i]-vowel. The lips are spread. The opening between the jaws is medium.

It may be defined as:

1. Front.
2. Mid-open (a narrow variation of the medium position of the tongue).
3. Short.
4. Lax.

Exercise 1. Listen and read. Transcribe:

[e] pen	letter	bread
hen	professor	friend
when	twelve	head

Exercise 2. Listen and repeat:

Sound [i]	Sound [e]
pin	pen
bin	Ben
tin	ten

Exercise 3. Read and learn the memory work. Transcribe it:

Thirty days have September, April, June and November,
All the rest have thirty-one; February has twenty-eight alone.
Excepting leap-year, that's the time
When February's days are twenty-nine.

Exercise 4. Read and transcribe the limerick:

There once was a student named Bessor
Whose knowledge grew lesser and lesser
It at last grew so small
He knew nothing at all.
And today he's a college professor.

Exercise 5. Read the proverbs. Learn them by heart:

1. Every day in every way.
2. All is well that ends well.
3. Health is above wealth.
4. Better late than never.
5. Better to do well than to say well.

Vowel No. 4: [æ].

In pronouncing the phoneme [æ] the bulk of the tongue is in the front part of the mouth cavity. The tongue is rather low in the mouth. The middle of the tongue is slightly raised, but not so high as for [e]. The lips are neutral. The opening between the jaws is wide.

The vowel [æ] only occurs in closed syllables. When stressed and followed by a voiceless consonant, it is always checked. This vowel may be defined as:

1. Front, almost fully open (a broad variation of the low position of the tongue).
2. Unrounded.
3. Short.
4. Lax.

Exercise 1. Listen and read. Transcribe:

[æ]	apple	bad
	absent	flag
	add	back

Exercise 2. Listen and repeat:

Sound [e]	Sound [æ]
pen	pan
men	man
ten	axe

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

1. That's the man who sat on my hay in the tram.
2. If you, Sandy have two candies
Give one candy, to Andy, Sandy
If you, Andy have two candies,
Give one candy to Sandy, Andy.
3. A fat cat sat on a mat and ate a fat rat.

Exercise 4. Read and transcribe the limerick:

There was a young girl of West Ham
Who hastily jumped on a tram
When she had embarked
The conductor remarked Your fare, miss? She answered: "I am".

Exercise 5. Read the proverbs. Learn them by heart:

1. Bad news has wings.
2. Handsome is as handsome does.
3. Habit cures habit.
4. A cat in gloves catches no mice.
5. As well be hanged for a sheep as for a lamb.

THE ENGLISH BACK VOWELS

There are six back vowel phonemes in the English language, viz. [a] [o] [o:], [u] [u:], [ʌ].

Vowel No. 5: [a:].

In pronouncing the English phoneme [a:] the bulk of the tongue is retracted and held in the lowest position possible in the mouth. The back of the tongue is slightly raised. The lips are neutral. The opening between the jaws is wide.

The vowel [a:] is long. It may be defined as:

1. Back, open (a broad variation of the low position of the tongue).
2. Unrounded.
3. Long.
4. Tense.

Exercise 1. Listen and read. Transcribe:

arc	car	father
aunt	last	garden
ask	half	rather

Exercise 2. Listen and repeat:

Sound [æ]	[ʌ]	[a:]
cap	cup	heart
hat	cut	cart
cap	nut	bark

Exercise 3. Read and learn the tongue-twister. Transcribe it:

Mark can't park his car in the barn.

Because of a calf and a large cart blocking the farm yard.

Exercise 4. Read and transcribe the limerick:

There was an old Man in a garden
Who always begged every one's pardon
When they asked him: What for?
He replied, you are a bore!
And I trust you'll go out of my garden.

Exercise 5. Read the proverbs. Learn them by heart:

1. After a storm comes a calm.
2. The highest art is artlessness.
3. He laughs best who laughs last.
4. Half heart is no heart.
5. Barking dogs seldom bite.

Vowel No. 6: [o].

In pronouncing the phoneme [o] the tongue is held in a position which is further back than that for [a]. The back of the tongue is raised a little more than for [a:]. The lips are slightly rounded. The opening between the jaws is wide. It is short, lax and always checked when stressed.

This phoneme may be defined as:

1. Back, open (a broad variation of the low position of the tongue).
2. Slightly rounded.
3. Short.
4. Lax.

Exercise 1. Listen and read. Transcribe:

on	doctor
not	watch
oxen	what

Exercise 2. Listen and repeat:

[æ]	[o]
hat	hot
sack	sock
back	box

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

1. For want of the nail, the shoe was lost
For want of the shoe, the horse was lost
For want of the horse the rider was lost
For want of the rider the battle was lost
For want of the battle, the kingdom was lost
And all from the want of a horse shoe nail.
2. A cup of coffee hot
In a proper coffee-pot.

Exercise 4. Read and transcribe the limerick:

There was an old man on some rocks
Who shut his wife up in a box
When she said, "Let me out", he explained without doubt.
You will pass all your life in that box.

Exercise 5. Read the proverbs. Learn them by heart:

1. Never put off till tomorrow what you can do today.
2. A watched pot never boils.
3. Dog eats dog.
4. Honesty is the best policy.
5. A little pot is soon hot.

Vowel No. 7: [o:]

In pronouncing the phoneme [o:] the bulk of the tongue is in the back part of the mouth cavity. The back of the tongue is raised in the direction of the soft palate, a little higher than for [o]. the lips are tense and rounded to from opening between which is much smaller than in the case of the vowel [o]. The opening between the jaws is medium. The vowel [o:] is long.

It may be defined as:

1. Back, open (a narrow variation of the low position of the tongue).
2. Rounded.
3. Long.
4. Tense.

Exercise 1. Listen and read. Transcribe:

all	draw	auto
door	fork	score
wall	chalk	towards
fourth	quarter	

Exercise 2. Listen and repeat:

[o]	[o:]
spot	sport
pot	port
shot	short
rod	roared

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

The more we study, the more we know
The more we know, the more we forget
The more we forget, the less we know
The less we know, the less we forget.

Exercise 4. Read and transcribe the limerick:

There was an old man on the Border
Who lived in utmost disorder
He danced with his cat
And made tea in his hat
Which vexed all the forks of the Border.

Exercise 5. Read the proverbs. Learn them by heart:

1. You can bring horse to the water but you cannot make him drink.
2. To pour water into a sieve.
3. Pride goes before a fall.
4. A cursed cow has short horns.
5. Velvet paws hide sharp claws.

Vowel No. 8: [u].

In pronouncing the phoneme [u] the bulk of the tongue is in the back part of the mouth cavity, but somewhat advanced. The back of the tongue is raised in the direction of the soft palate, higher than for [o:]. The lips are slightly rounded. The distance between the jaws is not so wide as for [o:]. The vowel is short. When stressed, it is always checked. It may be defined as:

1. Back-advanced, close (a broad variation of the high position of the tongue).
2. Slightly rounded.
3. Short.
4. Lax.

Exercise 1. Listen and read. Transcribe:

[u] put	woman
book	buequet
cook	pudding
could	looking

Exercise 2. Listen and repeat:

[o]	[u]
cock	cook
lock	look
god	good
box	books

Exercise 3. Read and learn the tongue-twister. Transcribe it:

1. The cook made a good pudding for the old woman.
2. The cook took a good look at the cookery book.

Exercise 4. Read and transcribe the limerick:

There were three little birds in a wood.

Who always sang hymns when they could ,

What the words were about

They could never make out.

But they felt it was doing them good.

Exercise 5. Read the proverbs. Learn them by heart:

1. A good dog deserves a good bone.
2. Every cook praises his own broth.
3. Look before you leap.
4. A good beginning makes a good ending.

Vowel No. 9: [u:].

In pronouncing the phoneme [u:] the bulk of the tongue is retracted more than for [u]. The back of the tongue is raised very high in the direction of the soft palate, it is raised higher than for [u]. During the pronunciation of [u:] the tongue moves from a more advanced and open position to a closer and more retracted position. At the beginning of [u:] the lips are fairly rounded.

Towards the end the lips are still more rounded the opening between the jaws is narrower than for the phoneme [u]. The vowel [u:] is long. It may be defined as:

1. Back-advanced, close (a narrow variation of the high position of the tongue).
2. Rounded.
3. Long
4. Tense.

Exercise 1. Listen and read. Transcribe:

[u:]	do	spoon	you
	shoe	new	threw
	cool	suit	rude
	boot	tune	glue

Exercise 2. Listen and repeat:

[u]	[u:]
cook	prude
look	pull
books	loose
foot	full

Exercise 3. Read and learn the tongue-twister. Transcribe it:

1. Little Betty Blue
Lost her holiday shoe
What can poor Betty do

Exercise 4. Read and transcribe the limerick:

- There was an old of Peru
Who watched his wife making a stew
But once by mistake
In a stove she did bake
That unfortunate man of Peru.

Exercise 5. Read the proverbs. Learn them by heart:

1. Exception proves the rule.
2. Two blacks don't make a white.
3. Two is company but three is none.
4. When in Rome do as the Romans do.
5. Soon learnt soon forgotten.

Vowel No. 10: [ʌ].

In pronouncing the phoneme [ʌ] the bulk of the tongue is in the back part of the mouth cavity, but somewhat advanced. The back of the tongue is raised in the direction of the soft palate. The lips are spread. The opening between the jaws is not so wide as for [a:]. The vowel [ʌ] is short. When stressed, it is always checked. It may be defined as:

1. Back-advanced, close (a narrow variation of the high position of the tongue).
2. Rounded.
3. Long
4. Tense.

Exercise 1. Listen and read. Transcribe:

[ʌ]	bus	one	younger
	cap	touch	lucky
	cut	under	sudden

Exercise 2. Listen and repeat:

[ʌ]	[a:]
luck	lark
touch	starch
buck	bark
trouble	sparkle

Exercise 3. Read and learn the tongue-twister. Transcribe it:

1. Never trouble trouble
Untill trouble troubles you
It only doubles trouble
And troubles others too.

Exercise 4. Read and transcribe the limerick:

There was an old man of Calcutta
Who perpetually ate bread and butter
Till a great bit of maffin
On which he saw stuffing,
Choked that named old man of Calcutta.

Exercise 5. Read the proverbs. Learn them by heart:

1. Well done soon done.
2. So many countries so many customs.
3. Well begun is half done.
4. Winter's thunder is summer's wonder.
5. As snug as a bug in the rug.

The English Mixed Vowels

There are two mixed vowels in English language. They are [ɜ:] and [ə].

Vowel No.11 [ɜ:]

In pronouncing the phoneme [ɜ:] the surface of the tongue is more or less flat, because both the middle and the back of the tongue are simultaneously raised, almost as high as for [e]. There is not lip-rounding. The opening between the jaws is narrow. The phoneme [ɜ:] is long.

It may be defined as:

1. mixed, mid – open (a narrow variation of the medium position of the tongue)
2. unrounded
3. long
4. tense

Exercise 1. Listen and read. Transcribe:

[ɜ:]	girl	her	thirsty
	turn	fur	nurse
	work	early	were

Exercise 2. Listen and repeat:

[ʌ]	[ɜ:]
shut	shirt
bun	burn
bud	bird
bug	berg

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

1. An earl gave Pearl a fur and circlet of pearls for his 31th birthday.
2. I observed an absurd person.
I observed that the absurd person
and I heard her recite the verses
When I returned I observed the absurd person
and I heard her recite the verses

Exercise 4. Read and transcribe the limerick:

There was an old Person of Burton,
Whose answer were very uncertain,
When they said: How do you do ?
He replied: "Who are you ?"
That distressing Old person by Burton.

Exercise 5. Read the proverbs. Learn them by heart:

1. It is the early bird that catches the worm.
2. What is worth doing is worth doing well.
3. One good turn deserves another.
4. First come first served.
5. As the workman, so is the work.

Vowel No. 12: [ə].

In pronouncing the phoneme [ə] the tongue is flat. It is raised a little, but less than for [ɜ:]. The lips are slightly spread or neutral. The opening between the jaws is narrow. The vowel [ə] is short.

It may be defined as:

1. Mixed, mid-open.
2. Unrounded.
3. Short.
4. Lax.

Exercise 1. Listen and read. Transcribe:

[ə]

under sofa
brother picture
doctor answer

Exercise 2. Read and learn the tongue-twisters. Transcribe them:

1. Neither father, nor mother like this weather.
2. I have a mother
I have a father
I have a sister
I have a brother
Father, mother, sister, brother
Hand in hand with one another.

Exercise 3. Read and transcribe the limerick:

There was a young Lady named Easter.
She lived in the country of Leicester.
She went for a walk, had a very long talk
And found she had gone right to Chester.

Exercise 4. Read the proverbs. Learn them by heart:

1. Better late than never.
2. Never judge from appearances.
3. You can think better after a night's sleep.
4. Man can die but once.
5. Better an egg today than a hen tomorrow.

THE ENGLISH DIPHTHONGS

The diphthongs in the English language: [ei], [ou], [ai], [au], [oi], [iə], [éə], [uə].

Vowel No. 13: [ei].

In pronouncing both elements of the diphthong [ei] the bulk of the tongue is in the front part of the mouth cavity. During the pronunciation of the nucleus of this diphthong the middle in the tongue is raised of the direction of the hard palate, as for [e]. Thus the nucleus of the diphthong [ei] is practically the same as the vowel [e], i. e. *front, mid-open, and unrounded*. After completing the nucleus, the middle of the tongue glides still higher, moving in the direction of [i], though the actual formation of [i] is not accomplished. During the pronunciation of both the nucleus and the glide the lips are spread. The opening between the jaws is rather narrow, but a little wider for the nucleus.

Exercise 1. Listen and read. Transcribe:

[ei]

name	play	rain
eight	may	claim
take	grey	tame

Exercise 2. Read and learn the tongue-twister. Transcribe:

Rain, rain go
Come again another day
Little Tommy wants to play.

Exercise 3. Read and transcribe the limerick:

There was a young maid who said,
" Why Can't I look in my ear with my eye?
If I give my mind to it, I'm sure I can do it.
You never can tell till you try"

Exercise 4. Read the proverbs. Learn them by heart:

1. You cannot eat your cake and have it.
2. Every day has its day.
3. A stitch in time saves nine.
4. Jack of all trades and master of none.
5. No pains, no gains.

Vowel No. 14: [ou].

In pronouncing both elements of the diphthong [ou] the bulk of the tongue is held in the position of the back-advanced vowels. During the pronunciation of the nucleus the back of the tongue is raised in the direction of the soft palate. The nucleus of [ou] is *hack-advanced, mid-open, (a narrow variation of the medium position of the tongue), rounded*. During the glide the back of the tongue rises still higher, moving in the direction of [u]. The glide is rather distinct in stressed syllables and sounds like the vowel [u]. The lips are slightly rounded at the end of the diphthong, they are almost as much rounded as for [u]. During the pronunciation of the nucleus the opening between the jaws is wide, but towards the end of the diphthong it is very narrow.

Exercise 1. Listen and read. Transcribe:

[ou]

no	old	close
low	over	coat
know	open	cloak
window	oak	alone

Exercise 2. Listen and repeat:

[ɜ:]	[o:]	[ou]
burn	caught	coat
turn	naught	note
work	walk	vote

Exercise 3. Read and learn the tongue-twisters. Transcribe them:

1. Oh, no don't go home alone
nobody knows how lonely the road is .
2. Soams never boasts of what he knows,
But Rose never knows of what she boasts.

Exercise 4. Read and transcribe the limerick:

There was an old Lady whose rose
Was so big as to reach to her toes.
So she hired a lady
Whose conduct was steady
To carry that wonderful nose.

Exercise 5. Read the proverbs. Learn them by heart:

1. There is no smoke without fire.
2. Great boast small roast.
3. No pains, no gains.
4. So many men so many minds.
5. Little strokes fell great oaks.

Vowel No. 15: [ai].

In pronouncing both elements of this diphthongs the bulk of the tongue is in the front part of the mouth cavity. During the pronunciation of the nucleus of the diphthong the middle of the tongue is rather low in the mouth, lower than for [æ]

Thus the nucleus may be defined as:

1. Front, open (a broad variation of the low position of the tongue).
2. Unrounded.

During the glide the middle of the tongue moves higher, in the direction of [i], but without reaching it. The glide of [ai] sounds, in fact, like a weak [e].

The opening between the jaws is rather wide for the nucleus and much narrower for the glide. The lips are spread.

Exercise 1. Listen and read. Transcribe:

[ai] ice	bye	mind
eye	pie	type
sky	climb	right

Exercise 2. Listen and repeat:

[a:]	[ai]
bar	buy
lark	like
heart	height
dam	dine

Exercise 3. Read and learn the tongue-twister. Transcribe it:

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

Exercise 4. Read and transcribe the limerick:

There was a young man of the Clyde,
Who went to a funeral and cried.
When asked who was dead,
He stammered and said,
"I don't know-I just came for the ride."

Exercise 5. Read the proverbs.. Learn them by heart:

1. Strike the iron while it is hot.
2. Four eyes are more than two.
3. Beauty lies in lovers eyes.
4. Like master, like man
5. He dances well to whom fortune pipes.

Vowel No. 16: [au].

In pronouncing the nucleus of [au] the bulk of the tongue is in the front part of the mouth, though it is not so advanced as in the case of [ai]. It is *af*ront, open, *unrounded* vowel. The middle of the tongue is as low in the mouth as during the pronunciation of the nucleus of [ai]. The lips are spread. The opening between the jaws is rather wide. In pronouncing the glide the tongue moves higher and backward, i. e. in the direction of [u], without actually reaching its position. As a result, the glide of [au] often sounds like a weak [o]. The opening between the jaws becomes narrow.

Exercise 1. Listen and read. Transcribe:

out	town
owl	brown
how	blouse
now	mouth

Exercise 2. Listen and repeat:

[a:]	[au]
car	cow
bar	bow
bra	brow
glass	brouse

Exercise 3. Read and learn the tongue-twister. Transcribe it:

Now will you , count to two?
Count to three, just like me: one, two, three!
Count to eight, don't be late!
Count to nine, that is fine!
And we then, count to ten.

Exercise 4. Read and transcribe the limerick:

There once was a man who said, "How
Shall I manage to carry my cow?
For if I should ask it
To get in my basket,
It would make such a terrible row".

Exercise 5. Read the proverbs. Learn them by heart:

1. Out of sight out of mind.
2. A sun shining shower won't last an hour.
3. A sound mind in a sound body.
4. Murder will out.
5. Don't count your chickens before they are hatched.

Vowel No. 17: [oi].

In pronouncing the nucleus of the diphthong the bulk of the tongue is in the back part of the mouth and very low, though not so low as for the vowel [o:]. Thus the nucleus is a vowel intermediate between [o] and [o:], but slightly closer to vowel [o:]. The opening between the jaws during the pronunciation of the nucleus is wide. The lips are slightly rounded.

In pronouncing the glide the tongue moves forward and upward, i. e. in the direction of the position for [i], without actually reaching it. The glide sounds like a weak [e]. The opening between the jaws becomes narrow.

Exercise 1. Listen and read. Transcribe:

oil	destroy
soil	avoid
coin	boil
toy	poison

Exercise 2. Read and learn the tongue-twister. Transcribe it:

The spoilt boys
Destroyed all the toys.

Exercise 3. Read the proverbs. Learn them by heart:

1. A watched pot never boils.
2. One drop of poison infects the whole tun of wine.
3. The voice of one man is the voice of no one.
4. Joys shared with others are more enjoyed.
5. Choice of the end covers the choice of means.

Vowel No. 18: [iə].

In pronouncing the nucleus of the diphthong the bulk of the tongue is in the front part of the mouth cavity. The middle of the tongue is raised to the position of vowel [i]. Thus the nucleus of [iə] is *front-retracted, short and lax*. Pronouncing the glide the tongue moves back and down in the direction of [ə], the articulation of which is fully accomplished. Sometimes when the diphthong [iə] occurs in an open syllable and is followed by a pause, the glide sounds like the vowel [ʌ]. The opening between the jaws for both elements of the diphthongs is rather narrow. The lips are neutral.

Exercise 1. Listen and read. Transcribe:

here	theatre
near	experience
ear	cheerful

Exercise 2. Read and learn the tongue-twister. Transcribe it:

I live here,
You live near,

Tom lives so far
That he goes in a car.

Exercise 3. Read and transcribe the limerick:

A cheerful old bear at the Zoo
Said: I never have time to feel blue;
When it pores, me you know,
To walk to end fro,
I reverts it and walk fro and to.

Exercise 4. Read the proverbs. Learn them by heart:

1. Catch the bear before you sell his skin.
2. Appearances are deceitful.
3. Experience is the mother of wisdom.
4. He that fears every bush must never go a birding.
5. Experience keeps a dear school, but fools learn in no other.

Vowel No. 19: [ɛə]

In pronouncing the nucleus of the diphthong [ɛə] the bulk of the tongue is in the front part of the mouth, the middle part of the tongue is mid-way between the position for [e] and [æ], the nucleus of [ɛə] being more open than either vowel [e]. The opening between the jaws is fairly wide. The lips are spread or neutral. Thus the nucleus of [ɛə] may be defined as *front, mid-open (a broad variation of the medium position of the tongue), unfounded*.

In pronouncing the glide the bulk of the tongue moves back to the position for [ə]. When the diphthong occurs in word-final position, the glide may sound like [ʌ].

Exercise 1. Listen and read. Transcribe:

care	parents
fare	square
there	chair
their	air

Exercise 2. Listen and repeat:

[iə]	[ɛə]
ear	there
engineer	chair
here	square
beer	hair

Exercise 3. Read and transcribe the limerick:

There was an old man of Cape Horn
Who wished he had never been born;
So he sat on a chair. Tili he died of despair
That dolorous man of Cape Horn.

Exercise 4. Read the proverbs. Learn them by heart:

1. There is no place like home.
2. Where there is a will there is a way.
3. There is a black sheep in every flock.
4. While there is life there is hope.
5. Neither here nor there.
6. Take care of the minutes and hours will take care of themselves.

Vowel No. 20: [uə]

In pronouncing the nucleus of this diphthong the bulk of the tongue is in the back part of the mouth cavity. The back of the tongue is raised as high as for the vowel [u]. Thus the nucleus of [uə] may be defined as *back-advanced, close (a broad variation of the high position of the tongue), slightly rounded, short and lean*. The opening between the jaws is narrow. In pronouncing the glide the tongue moves down to the position of the vowel [ə], which is actually pronounced. The opening between the jaws becomes, a little wider.

Exercise 1. Listen and read. Transcribe:

sure	cure
poor	during

Exercise 2. Listen and repeat:

[uə]	[u:]
sure	shoe
cure	queue
pure	pool
poor	cool

Exercise 3. Read the proverbs. Learn them by heart:

1. Habit cures habit.
2. Talk of devil and he is sure to come.
3. What can't be cured must be endured.
4. Curiosity killed the cat.

THE TABLE OF PHONETIC SYMBOLS

1 ɪ <u>READ</u>	2 i <u>SIT</u>	3 ʊ <u>BOOK</u>	4 u: <u>TOO</u>	5 ɪə <u>HERE</u>	6 eɪ <u>DAY</u>	phonetics	
7 e <u>MEN</u>	8 ə <u>AMERICA</u>	9 ɜ: <u>WORD</u>	10 ɔ: <u>SORT</u>	11 ʊə <u>TOUR</u>	12 ɔɪ <u>BOY</u>	13 əʊ <u>GO</u>	
14 æ <u>CAT</u>	15 ʌ <u>BUT</u>	16 ɑ: <u>PART</u>	17 ɒ <u>NOT</u>	18 eə <u>WEAR</u>	19 aɪ <u>MY</u>	20 aʊ <u>HOW</u>	
21 p <u>PIG</u>	22 b <u>BED</u>	23 t <u>TIME</u>	24 d <u>DO</u>	25 tʃ <u>CHURCH</u>	26 dʒ <u>JUDGE</u>	27 k <u>KILO</u>	28 g <u>GO</u>
29 f <u>FIVE</u>	30 v <u>VERY</u>	31 θ <u>THINK</u>	32 ð <u>THE</u>	33 s <u>SIX</u>	34 z <u>ZOO</u>	35 ʃ <u>SHORT</u>	36 ʒ <u>CASUAL</u>
37 m <u>MILK</u>	38 n <u>NO</u>	39 ŋ <u>SING</u>	40 h <u>HELLO</u>	41 l <u>LIVE</u>	42 r <u>READ</u>	43 w <u>WINDOW</u>	44 j <u>YES</u>

PROVERBS.

1. Accident will happen in the best regulated families.

В семье не без уroda .

Бир уядан сасыткы.

2. Actions speak louder than words.

He по словам, а по делам.

Азынаган айгырдын үйүрүн көр,

менменсинген жигиттин үйүн.

3. After dinner comes the reckoning.

Любишь кататься, люби и саночки возит.

Катын алсан отун ал.

4. All cats are grey in the dark.

В ночью все кошки серые.

Түн ичинде бардык мышык бирдей түстө.

5. All is well that ends well.

Все хорошо, что хорошо кончается.

Туулганына эмес турганына сүйүн.

6. All that glitters is not gold.

He все то золото что блестит.

Жалтырагандын баары алтын эмес.

7. All work and no play makes Jack a dull boy.

Умей дело делать, умеи и позабавится.

Майкана көрбөй бала онолбойт.

8. An apple a day keeps the doctor away.

Кушай по яблоку в день и доктор не понадобится.

Күндө жеген бир алма кармайт алыс доктурдан.

9. Any port in a storm.

В беде любой выход хорош.

Боорондо калган кеме порт тандабайт.

10. Appearances are deceitful.

Внешность обманчиво.

Тышы жалтырак ичи калтырак.

11. Appetite comes with eating.
Аппетит приходит во время еды.
Иштек тамак ичкенде ачылат.
12. As the tree so the fruit.
Яблоко от яблони далеко не падает.
Мал ээсин тартпаса арам өлөт.
13. As you make your bed, so must you lie on it.
Как постелешь, так и поспишь.
Төшөгүнө карап бутуну сун.
14. As you sow, so shall you reap.
Что посеешь, то пожнешь.
Эмне эксен ошону аласын.
15. Bad news has wings.
Плохие вести распространяется быстро.
Жаман кабар тез таркайт.
16. A bad work man quarrels with his tools.
Видно мастера по работе.
Орок оро албаган орок тандайт.
17. A bargain is a bargain.
Уговор дороже денег.
Соодада достук жок.
18. Barking dogs seldom bite.
Собака что лает, не кусает.
Көл үргөн ит чанда кабат.
19. Beauty lies in lover's eyes.
Не по-хорошу мил, а по милу хорош.
Сулуу сулуу эмес сүйгөн сулуу.
20. The best fish swim near the bottom.
Рыбы ищут, где глубже.
Билим алуу ийне менен кудук казгандай.
21. Better a glorious death than a shameful life.
Лучше умереть стоя, чем жить на коленях.
Уят өлүмдөн катуу.

22. Better late than never.
 Лучше поздно, чем некогда.
 Ийгиликтин кечи жок.
23. Better to be the head of a dog than the tail of a lion.
 Лучше быть первым среди простых людей,
 чем последним среди знатных.
 Бирөөнүн элинде султан болгончо, өз элинде ултан бол.
24. Better untaught than ill thought.
 Лучше остаться неучем, чем плохо ученым.
 Жаманга үйрөнгөндөн көрө эч нерсе үйрөнбөгөн артык.
25. Between two stools one goes to the round.
 Хотел сесть на два стула, да и очутился на полу.
 Эки кайыктын башын кармаган сууга кетет.
26. A bird in the hand is worth to in the bush.
 Лучше воробей в руке, чем петух на кровле.
 Насыя куйруктан нак өпкө.
27. Birds of a feather flock together.
 Рыбак рыбака видит издалека.
 Балыкчы, балыкчыны алыстан тааныйт.
28. A bully is always a coward.
 Задира всегда трус.
 Коркок алдын муш көтөрөт.
29. Business before pleasure.
 Делу время потехе час.
 Ашын калса калсын, ишин калбасын.
30. Care killed the cat.
 Беды да печали с ног скачали.
 Санаа эрди саргайтат, сары жел чөптү кубартат.
31. Charity begins at home.
 Своя сорочка ближе к телу.
 Өзгөгө өбөк болгончо, өзгө төшөк бол.
32. A cock is master of his own dung – hill.
 На своей улочке храбра и курочка.
 Үйү жакын иттин куйругу узун.

33. Constant dropping wears away the stone.
Капля по капле и камень долбит.
Тамып отуруп тамчы таш жарат.
34. Cowards die many times.
Трус умирает много раз.
Коркок мин өлөт батыр бир өлөт.
35. A creaking door hangs long on its hinges.
Скрипучее дерево долго живет.
Кыйчылдаган эшик кыйлага чыдайт
36. Crows do not pick out crow's eyes.
Ворон ворону глаз не выклюет.
Карга карганын көзүн чокубайт.
37. Curiosity killed the cat.
Любознательство погубила кошку.
Коп билсен тез картайасын.
38. Cut your coat according to your cloth.
При кройке исходи из намеченного матернала.
Көрпөгө карап аяк узат.
39. A danger foreseen is half avoided.
Кто знает о надвигающейся опасности, тот наполовину избежал ее.
Сактанганды кудай сактайт.
40. Death is the grand leveler.
У смерти все равны.
Жаш улук эмес, ажал улук.
41. Deeds not words.
Хорошие дела лучше хорших слов.
Сөз билгенче иш бил.
42. The devil is not so black as he is painted.
Не так страшен черт, как его малюют.
Шайтан биз ойлогондой коркунучтуу эмес.
43. Diamond cut diamond.
Нашла коса на камень.
Кардын башын кар жутат.

44. The dogs bark, but the caravan goes on.
Собаки лают, а караван идет.
Ит үрө берет, кербен жүрө берет.
45. Dog eats dog.
Человек человеку волк.
Адамга адам душман.
46. Don't cast pearls before swine.
Не мечи бисер перед свиньями.
Итке тумар жарашпайт.
47. Don't count your chickens before they are hatched.
Цыплят по осени считают.
Жөжөнү күздө санайбыз.
48. Don't teach your grandmother to sack eggs.
Не учи ученого.
Окуганга үйрөтпө.
49. Don't tell tales out of school.
Не выноси ссор из избы.
Үйдөгүнү көчөгө айтпа.
50. Don't trouble trouble until trouble troubles you.
Не буди лиха, пока он спит.
Өлгөн жыландын башын козгобо.
51. The drowning man catches at a straw.
Утопающий за соломинку хватается.
Буйукканга жылдыз от.
52. The early bird catches the worm.
Кто рано встает, того удача ждет.
Эрте турган жигиттин ырысы артык.
53. Early to bed and early rise makes a man healthy, wealthy and wise.
Кто рано ложится, встает рано, здоровье, богатство и ум наживет.
Эрте жатып, эрте турган соо жана акылдуу болот.
54. East or West home is best.
В гостях хорошо, а дома лучше.
Ар кимдин туулган жери мисир.

55. Empty vessels make the greatest sound.
Пустая бочка душу трещит.
Бош челектин дабышы бийик.
56. The end crowns the work.
Конец дело красит.
Төбөлүгү түз болсо болду.
57. An Englishmen's home is his castle.
Дом англичана- крепость.
Англичандын үйү анын чеби.
58. Enough is as good as a feast.
Кашу маслом не испортишь.
Артык дөөлөт баш жарбайт.
59. Every ballet has its billet.
У каждой пули свое назначение.
Адам башына жазганын көрөт.
60. Every cloud has a silver lining.
Не худо без добра.
Айдын жарымы жарык, жарымы карангы.
61. Every country has its customs.
Что город, то и норв.
Ар адамда ар кыял, ал кыялды ким тыяр.
62. Every dog has his day.
Будет и на нашей улице праздник.
Биздин үйдө да той болот.
63. Every man thinks his geese swans.
Каждому свое кажется хорошим.
Мокок өзүн шер ойлойт, коркок өзүн эр ойлойт.
64. Every medal has its reverse.
Каждая медаль имеет обратную сторону.
Карыз эки колдон тең чыгат.
65. Everybody's business is nobody's business.
Общее дело- ничье дело.
Көп суур ийин казбайт.

66. Everything comes to him who waits.
К тому, кто ждет все придет.
Сабырдын тубу сары алтын.
67. Everything has an end.
Все имеет конец.
Сынбасты уста жасайт.
68. The exception proves the rule.
Наличие исключения только подтверждает правило.
Эрежеден чыгуу эрежени далилдейт.
69. Experience is the mother of wisdom.
Опыт- мать мудрости.
Тажрыйба- акылдын энеси.
70. Extremes meet.
Крайности сходятся.
Бир жакшыга, бир жаман.
71. The face is the mirror of the heart.
Лицо- зеркало души.
Өңүнө карата өнгөсү да билинет.
72. Familiarity breeds contempt.
Чрезмерная близость порождает презрение.
Өтө кызыл бат өнөт.
73. A fault confessed is half redressed.
За признание половина наказание.
Ийилген башты кылыч кеспейт.
74. Fine feathers make fine birds.
Одежда красит человека.
Кушту кооз кылган жүнү.
75. Fine words butter no parsnips.
Соловья баснями не кормят.
Куру соз кулака жакпайт.
76. The first blow is half the battle.
Первый удар – половина сражения.
Жакшы ниет - жарым ырыс.

77. First catch your hare.
Не дели шкуру- неубитого медведя.
Ишинди бүтпөй туруп мактанба.
78. First come, first served.
Поздно пришел, кости нашел.
Мурун барган күмүш алат, кийин барган орун алат.
79. Fish begins to stink at the head.
Рыба начинает гнить с головы
Балык башынан сасыйт.
80. A fool may ask more questions in an hour than a wise man can answer in seven years.
На всякого дурака ума не напасешься
Миң чеченди бир дөөдүр жениптир.
81. Forbidden fruit is sweet.
Запретный плод сладок.
Тыюу салынган жемиш таттуу болот.
82. Fortune favours the brave.
Смелым сопутствует удача.
Аракетке берекет.
83. Fortune knocks once at least at every man's gate.
Счастье хоть раз постучится.
Бакыт бир жолу болсо да келет.
84. Four eyes see more than two.
Ум хорошо, а два лучше.
Кеңешип кескен бармак оорубайт.
85. A friend in court is better than a penny in purse.
Не имей сто рублей, а имей сто друзей.
Жүз сомун болгуча, жүз досун болсун.
86. A friend in need is a friend in deed.
Друзья познаются в беде.
Дос башка иш тушкон кезде сыналат.
87. Give a fool enough rope, and he will hang himself.
Попроси дурака богу молиться, он себе лав расшивает.
Жакшыга насаат, жаманга бейсаат.

88. A good beginning makes a good ending.
Хорошее начало-хороший конец.
Жакшы башталган иш ийгиликтүү бүтөт.
89. Good health is above, wealth.
Здоровье дороже богатства.
Биринчи байлык-ден соолук.
90. A good name is better than riches.
Добрая слава лучше богатства.
Жакшы ат байлыктан артык.
91. Great cry and a little wool.
Визга много, а шерсти нет.
Айдаганы эки эчки, ышкырыгы таш жарат.
92. Half a loaf is better than no bread.
Лучше мало, чем ничего.
Жоктон көрө жогору.
93. Handsome is that handsome does.
Красив тот, кто красиво поступает.
Иши сулуунун өзү сулуу.
94. Haste makes waste.
Поспешись людей насмешишь.
Шашкан-шайтандын иши.
95. He dances well to whom fortune pipes.
Кому счастье служит, тот ни о чем не тужит.
Оозу кыйшык болсо да, байдын уулу сүйлөсүн.
96. He laughs best who laughs last.
Хорошо смеется тот, кто смеется последним.
Күлгөндү билгени бар.
97. He who pays the piper calls the tune.
Кто платит, тот заказывает музыку.
Сууну сиңген жерге сеп, сөздү көтөргөнгө айт.
98. History repeats itself.
История повторяется.
Тарых өзүн кайталайт.

99. Honesty is the best policy.
Честность-лучшая политика.
Саясаттын эн жакшысы-ак ниеттүүлүк.
100. Hunger is the best sauce.
Голод-лучшая приправа.
Карды ачкан казанды кагалайт.
101. It is never late to learn.
Учиться никогда не поздно.
Окууга карылык жок.
102. It is not the gay coat that makes the gentleman.
Не одежда красит человека.
Адамды кийгенинен тааныбайт, ишинен тааныйт.
103. Jack of all trades is master of none.
За двумя зайцами погонишься, ни одного не поймаешь.
Баары нерсе колунан келгендин колунан эч нерсе келбейт.
104. Knowledge is power.
Знание-сила.
Билгенге дүйнө жарык.
105. The leopard cannot change his spots.
Сколько волка не корми, он все равно в лес смотрит.
Бору баласы ит болбойт.
106. The last straw breaks the camel's back.
Жизнь прожить-не поле перейти.
Жашоо жеңил иш эмес.
107. Learn to creep before you leap.
Прежде чем прыгнуть, научись ползать.
Чуркоодон мурун, жакшы басышты үйрөн.
108. The less haste the most speed.
Тише едешь-дальше будешь.
Бастырган бараар, чапкан калаар.
109. Let bygones be bygones.
Кто старое помянет, тому глаз вон.
Өткөн ишке өкүнбө.

110. Let sleeping dogs lie.
Не тревожь беду, пока беда не тревожит тебя.
Өлгөн жылдандын башын козгобо.
111. Life is not a bed of roses.
Жизнь только кажется розой.
Жашоо жеңил эмес.
112. Like father like son.
Каков батька, таков и сын.
Мал ээсин тартпаса арам өлөт.
113. Like master like man.
Каков хозяин, таков и работник.
Уста кандай болсо, шакирти да ошондой.
114. A little body often harbours a great soul.
В маленьком теле часто таится великая душа.
Сакадай бою-сары алтын.
115. A little pot is soon hot.
Ограниченного человека рассердить не трудно.
Боксо чайнек бат кайнайт.
116. Little strokes fell great oaks.
Терпение и труд все перетрут.
Майдадан ири курулат, учкундан жалын тутанат.
117. Live and learn.
Век живи, век учись.
Кылым жашап, кылым үйрөн.
118. Live and let live.
Сам живи и другим давай.
Өзүн да жаша, башкаларга да жолтоо болбо.
119. A living dog is better than a dead lion.
Лучше синица в руках, чем журавль в небе.
Өлгөн арстандан, тирүү чычкан артык.
120. Look before you leap.
Не зная броду, не суйся в воду.
Байкабай туруп баспа, билбей туруп с'йльбь.

121. Love me, love my dog.
Любишь меня, люби и мою собаку.
Ээсин сыйласан, итине соок сал.
122. Make hay while the sun shines.
Коси сено пока солнце светит.
Чөгтү күндүн барында жыйна.
123. A man can die but once.
Двум смертям не бывать, а одной не миновать.
Адам бир өлөт.
124. A man is known by the company he keeps.
С кем хлеб-соль водишь, на того и походишь.
Жаман менен жолдош болсон, балээсине каласын.
125. Manners make the man.
Манера поведения создает человека.
Адеби жок жигит, жүгөнү жок атка окшойт.
126. Many words hurt more than swords.
Слово пуще стрелы ранит.
Кылыч жарасы бүтпөйт, тил жарасы бүтпөйт.
127. Misfortunes never come alone.
Беда не приходит одна.
Кырсык жалгыз кутулбойт.
128. Money begets money.
Деньги к деньгам.
Акчаны акча табат.
129. Money talks.
Деньги говорят.
Акчан болсо ченгелде шорпо.
130. Necessity is the mother of invention.
Нужда всему научит.
Башка келсе байтал жорго болот.
131. Never do tomorrow what you can today.
Не делай завтра то, что можно сделать сегодня.
Бүгүнкү ишти эртеңкиге калтырба.

132. Never look a gift horse in the mouth.
Дареному коню в зубы не смотрят.
Досу берген жылкынын тишин ачпайт.
133. A new broom sweeps clean.
Новая метла хорошо метит.
Жаңы шыпыргы таза шыпырат.
134. New lords, new laws.
Новые хозяева-новые порядки.
Жаңы мырза-жаңы каада.
135. No fool like an old fool.
Нет ничего страшнее старого дурака.
Өгүз болгуча торпок пейли калбаптыр.
136. No man is wise at all times.
На всякого мудреца довольно простоты.
Айыпсыз киши болбойт.
137. No news is good news.
Отсутствие новостей хорошая новость.
Жаңылыктын жоктугу-көңүлдүн токтугу.
138. No pains no gains.
Без труда не выгаташишь и рыбку из пруда.
Эмгек кылсаң, өнмөк бар.
139. No sweet without some sweat.
Без труда меда не едят.
Эмгексиз таттуу жок.
140. None but the brave deserve the fair.
Только смелые достойны красавиц.
Сулууларга эр жүрөктүүлөр татыктуу.
141. None is so blind as those who won't see.
Хуже всякого слепого, кто не хочет видеть.
Көргүсү келбегендин көзү жок.
142. Nothing succeeds like success.
Удача способствует удаче.
Багы жокко, дагы жок.

143. Nothing venture, nothing have.
 Не рискуя, не добудешь.
 Тобокел-эрдин жолдошу.
144. Of two evils choose the least.
 Из двух зол выбирай наименьшее.
 Эки жамандан жакшыны тандап алуу кыйын.
145. Old birds are not caught with chaff.
 Стрелянного воробья на мякине не проведешь.
 Алдаса болот жаш башты, канткенде болот как башты.
146. Once bitten, twice shy.
 Пуганная ворона куста боится.
 Сүткө оозу күйгөн, айранды үйлөп ичет.
147. One cannot please all the words.
 Всем не угодишь.
 Баарына жагына албайсын.
148. One cannot put the clock.
 Время не воротишь.
 Өткөндү кайтарууга болбойт.
149. One drop of poison infects the whole tun of wine.
 Ложка дегтя испортит бочку меда.
 Бир кумалак бир карын майды чиритет.
150. One good turn deserves another.
 Услуга за услугу.
 Сыйга сый, сыр аякка бал.
151. One man's meat is another man's poison.
 Что полезно другому, вредно другому.
 Бирөөгө эт, экинчисине уу.
152. One swallow does not make a summer.
 Одна ласточка весну не делает.
 Жалгыз аттын чаңы чыкпайт.
153. Out of sight, out of mind.
 С глаз долой, из сердца вон.
 Өзү жоктун, көзү жок.

154. A penny saved is a penny gained.
Копейка рубль бережет.
Аккан арыктан сую агат.
155. Practice makes perfect.
Навык мастера ставит, а работа учит.
Көрө-көрө көрсөн болот, сүйлөй-сүйлөй чечен болот.
156. Practise what you preach.
Что проповедуешь, то и в жизни проводи.
Сөзүң менен ишиң ача болсун.
157. Prevention is better than cure.
Предупреждение лучше лечения.
Ар нерсени алдын алган жакшы.
158. Pride goes before a fall.
Кто слишком высоко летает, тот низко падает.
Көпсөң, жарыласың, толсоң төгүлөсүң.
159. Promises are like piecrust made to be broken.
Обещание для того и даются, чтобы их не выполнять.
Убаданы бузуш үчүн гана беришет.
160. The proof of the pudding is in the eating.
Все проверяется практикой.
Тамактын даамын жегенде билесин.
161. A rolling stone gathers no moss.
Катящийся камень мохом не обрастает.
Кулаган ташка чаң жукпайт.
162. Rome was not built in a day.
Не в один день Москва строилась.
Мусулманчылыкта аста-аста.
163. The rotten apple injures its neighbors.
От плохого яблока весь воз гниет.
Бир кумалак бир карын майды чиритет.
164. Seeing is believing.
Пока не увидишь, не поверишь.
Жүз жолу уккандан бир жолу көргөн жакшы.

165. Silences give consent.
Молчание знак согласия.
Үн чыкпаганы макул болгону.
166. Speech is silver, but silence is gold.
Слово-серебро, молчание-золото.
Үндөбөгөн үйдөй балээден кутулат.
167. Still waters run deep.
В тихом омуте черты водятся.
Жоштон жоон чыгат.
168. A stitch in time saves nine.
Один стежок, сделанный во время стоит девяти.
Ар нерсе өз убагында жакшы.
169. Strike while the iron is hot.
Куй железа, пока горячо.
Темирдин кызуусунда сок.
170. The tailor makes the man.
Мужчину создает портной.
Адамды Адам кылган тигуучу.
171. Talk of the devil and he is sure to appear.
Легко на помине.
Кыдыр жөнүндө сүйлөшүң менен ал даяр.
172. Tastes differ.
О вкуса не спорят.
Ар кимдики өзүнө, ай көрүнөт көзүнө.
173. There more ways to the wood than one.
В лес ведет не одна дорога.
Токойдун жолу тогуз.
174. There are spots even on the sun.
И на солнце пятна бывает.
Айдын да тагы бар.
175. There is a black sheep in every flock.
В каждой стаде есть поганая овца.
Бир уяда бир сасыткы.

176. There is many a good tune played on an old fiddle.
И на старом инструменте можно хорошо сыграть.
Эн жакшы күүлөр эски кыякта ойнолот.
177. There is many a slip between the cup and the lip.
Это бабушка надвое сказала, надежду не загадывай.
Өтпөй туруп «ою» дебе, жетпей туруп «сайдым» дебе.
178. There is no use crying over spilt milk.
Слезами горю не поможешь.
Өткөн ишке өкүнбө.
179. Time is money.
Время - деньги.
Убакыт - акча.
180. Time is the great healer.
Время - великий исцелитель.
Убакыт - улук дарыгер.
181. To err is human.
Человек свойственно ошибаться.
Жаңылбаган жаак, мүдүрүлбөгөн туяк жок.
182. Too many cooks spoil the broth.
У семи нянек дитя без глазу.
Көп баатырдан жоо, көп чеченден доо кетет.
183. Two blacks do not do a white.
Оплата злом за зло добра не делает.
Эки кара биригип бир ак болбойт.
184. Two is company but three is none.
Третий лишний.
Экөө жолдош болгон жерде, үчүнчүгө ирет жок.
185. There is no rose without a thorn.
Нет розы без шипов.
Тикенсиз гул болбойт.
186. Two heads are better than one.
Одна голова хорошо, а две лучше.
Кенешип кескен бармак оорубайт.

187. What can't be cured, must be endured.
Чего нельзя исцелить, то нужно терпеть.
Башка келсе кез көрөт.
188. A watched pot never boils.
Котелок, за которым наблюдает, никогда не закипает.
Куткон кумган кайнабайт.
189. What is bread in the bone will not go out of the flesh.
Горбатого могила исправить.
Жаман адат, сөөк менен кошо кетет.
190. What is done cannot be undone.
Сделанного не воротишь.
Тогулгон аяк кайра толбойт.
191. What is sauce for the goose is sauce for the gander.
Что хорошо для одного хорошо и для других.
Алма сабагынан алыс түшпөйт.
192. When at Rome, do as the Romans do.
В чужой монастырь со своим уставом не ходят.
Кайсы жерде жүрсөн, ошол жердин ырын ырда.
193. When the cat is away, the mice will play.
Без кота мышам раздолье.
Жер ээн болсо, доңуз дөбөгө чыгат.
194. While the grass grows the horse starves.
Пока солнце выйдет роса очи выест.
Күн караган суукка тоңот, бай караган ачтан өлөт.
195. Words pay no debts.
Пока живем – надеемся.
Куру аякка бата жүрбөйт. – шайтан
196. While there is life there is hope.
Пока живем – надеемся.
Үмүтүз – шайтан.
197. A wonder lasts but nine days.
Чудо длится недолго.
Укмуш узакка созулбайт.

198. A word is enough to the wise.

Умный понимает с полуслова.

Жакшы атка бир камчы, жаман атка мин камчы

199. You cannot eat your cake and have it.

Один пирог два раза не съешь.

Бир тоочту эки жолу жей албайсың.

200. You cannot judge a tree by its bark.

Нельзя судить о дереве по его коре.

Сырты жалтырак, ичи калтырак.

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PHONETIC VOCABULARY

A

- affricate - аффрика
air-passage- проход для воздуха
alveolar- альвеолярный
apical- апикальный
audible- слышимый

B

- back advanced- задний, продвинутый назад
back-lingual- заднее-язычный
bicentral- двухфокусный
bilabial- губно-губной
blade of the tongue- передняя спинка языка
broad variation- широкая разновидность
bulk of the tongue- тело (масса) языка

C

- caudinal- какуминальный
central vowels- гласные среднего ряда
checked- усеченный
close vowel- закрытый гласный
cluster- сочетание гласных
consonant- согласный
contact- смыкание, соприкосновение

D

- define- определение
dental- зубной, дентальный
diphthong- дифтонг
diphthongoid- дифтонгоид
dorsal- дорсальный

F

- flat palating- плоская щель
flow of air- поток воздуха
foci- центры образования преграды
focus- фокус, центры образования преграды
force- сила
fore lingual- переднеязычный
fricative- фрикативный
friction- шум трения

front of the tongue- передняя часть языка
front secondary focus- второй средний фокус
front vowel- гласный переднего ряда

G

glottal- гортанный
glottal stop- гортанный взрывной звук

H

hard-palate- твердое нёба

J

jaw- челюсть
junction- соединение, стык

L

labial- губной
labia-dental- губно- зубной
larynx- гортань
lateral- боковой
lax- ненапряженный
length- долгота
lungs- легкие

N

nasal- носовой
nasal plosion- носовой взрыв
noise- шум
nucleus-ядро
narrow- узкий

M

manner of the production of noise- способы образования шума
medial- средний
mediolingual- среднеязычный
middle of the tongue- средняя часть языка
mid-open vowel- гласные среднего подъема
mid vowel- гласные среднего подъема
mixed- смешанный
monophthong- монофтонг, простой гласный
mouth-cavity- ротовая полость

O
obstruction- преграда
occlusive- смычный
oral- ртовой
organs of speech- органы

P
palatal- нёбный
palate- нёба
pharyngeal- фарингальный
pharynx- зев
plosion- взрыв
plosive- взрывной
post-alveolar- заальвеолярный
post-dental- зазубной
press- прижимать
produce- образовывать
protruded- вытянутые вперед

R
root- корень
round- круг
rolled- дрожащий

S
tense- напряженный
tip of the tongue- кончик языка
teeth-ridge- альвеолы

U
upper-lip- верхняя губа
utter- произносить
utterance- высказывания
uvula- маленький язычок
unicentral- однофокусный
unrounded- нелабиализованный

V
velar- веларный, задненёбный
vibrate- вибрировать
vocal-cords- голосовые связки
voiced consonant- звонкий согласный
voiceless- глухой

W
windpipe- дыхательное горло

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