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Oliy va O'rta Maxsus ta'lim vazirligi**

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti fakulteti

Ingliz tili amaliyoti kafedrası

**“KOMMUNIKATIV FONETIKA”
FANIDAN**

**O'QUV-USLUBIY MAJMUA
(1- kurs talabalari uchun)**

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Kurs ishi	-	-
Jami auditoriya soatlari	60	60
Umumiy o'quv soatlari	120	120

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O'quv-uslubiy majmua kafedra yig'ilishida "... "..... 2022-yil № " __" bayonnoma bilan muhokama qilingan.

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Fanning o'quv-uslubiy majmuasi Andijon davlat chet tillari instituti kengashining 2022-yil 30-avgustdagi 1-sonli bayonnomasiga muvofiq foydalanish uchun tavsiya etilgan.

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I. O'QUV MATERIALLARI

Lessons 1. What is Phonetics? Introduction to Phonetics. Vowels and consonants.

Module: Communicative phonetics

Topic: What is Phonetics? Introduction to Phonetics. Vowels and

Time: consonants.

Aim: 80 minutes

a) to introduce students with phonetics

b) to develop students knowledge on phonetics functions

Material:

1. Соколова М.А. и др. Практическая фонетика английского языка. - Москва, 1997.

2. Васильев В.А. English Phonetics. A Normative Course. -Moscow, 1980.

3. Abduazizov A.A., Rahmonberdiyeva U.X., Qambarov N.M., Do'stbaeva D.A. Ingliz tili amaliy fonetikasi. – T., 1992.

4. Аракин В.Д. Практический курс английского языка под редакцией 1 курс, 2 курс, 3 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2001.

Aids:

5. Mark Hancock. English Pronunciation in Use Intermediate. -

Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

What is phonetics?

It is the branch of linguistics. It's taken from the Greek word "phone"-meaning sound, voice and "tics" a science. So "phonetics" is a science which studies the phonetic rules, sounds, stress, syllables and intonation.

What is phoneme?

Phoneme is the smallest constructive language unit and it can change the meaning of a word.

For ex: hit-sit

big-dig

bag-bad

cap-cup

cat-cut

milk-silk

What about speech sounds?

There are two types of speech sounds: vowels and consonants. Speech sounds are produced by the help of speech organs. Vowels are voiced. They are produced without any obstruction in the mouth cavity. When consonants are produced a kind of noise producing obstruction is formed in the mouth cavity.

There are two types of speech sounds:

1) Vowels

2) Consonants

How are the English vowels produced?

If the air stream which comes out from the lungs doesn't meet any obstruction in the mouth cavity the English vowels are produced.

When consonants are produced a kind of obstruction is formed in the mouth cavity.

There are 26 letters in English alphabet:

6 of them are vowels (a, o, u, e, i, y) and 20 of them are consonants (b, c, d, g, h, j, k, l, v, m, n, p, q, r, s, t, v, w, x, z)

By the help of vowels we divided syllables into syllables:

a) open syllables

b) closed syllables

If the word or syllable ends with vowel letter we may call it open syllable. Ex: dully, today, white, please, funny, blue, rule etc.

If the word or syllable ends with consonant letter we may call it close syllable. Ex: window, pencil, remember, finish, class, friend.

Consolidation:

Homework:

Marking:

The end of the lesson : So student, is your home task clear? Have you got any questions for me? Ok, stand up, please. Our lesson is over, good-bye.

Lessons 2. Phoneme. Definition and its functions.

Module: Communicative phonetics

Topic: Phoneme. Definition and its functions.

Time: 80 minutes

Aim: a) to introduce phoneme definition and its functions

Material: Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

What Is a Phoneme?

In linguistics, a *phoneme* is the smallest sound unit in a language that is capable of conveying a distinct meaning, such as the *s* of *sing* and the *r* of *ring*.
Adjective: *phonemic*.

Phonemes are language-specific. In other words, phonemes that are functionally distinct in English (for example, /b/ and /p/) may not be so in another language. (Phonemes are customarily written between slashes, thus /b/ and /p/.) Different languages have different phonemes.

Etymology: From the Greek, "sound"

Pronunciation: FO-neem

Examples and Observations

- "The central concept in phonology is the **phoneme**, which is a distinctive category of sounds that all the native speakers of a language or dialect perceive as more or less the same...[A]lthough the two [k] sounds in *kicked* are not identical—the first

one is pronounced with more aspiration than the second—they are heard as two instances of [k] nonetheless...Since phonemes are categories rather than actual sounds, they are not tangible things; instead, they are abstract, theoretical types or groups that are only psychologically real. (In other words, we cannot hear phonemes, but we assume they exist because of how the sounds in languages pattern as they are used by speakers.)" (Thomas E. Murray, *The Structure of English: Phonetics, Phonology, Morphology*. Allyn and Bacon, 1995)

- "Two points need to be stressed: (1) the most important property of a **phoneme** is that it contrasts with the other phonemes in the system, and hence (2) we can only speak of the phoneme of some particular speech variety (a particular accent of a particular language). Languages differ in the number of phonemes they distinguish...but every valid word in every language necessarily consists of some permissible sequence of that language's phonemes." (R.L. Trask, *A Dictionary of Phonetics and Phonology*. Routledge, 2004)

An Alphabetical Analogy: Phonemes and Allophones

"The concepts of **phoneme** and allophone become clearer by analogy with the letters of the alphabet. We recognize that a symbol is *a* despite considerable variations in size, colour, and (to a certain extent) shape. The representation of the letter *a* is affected in handwriting by the preceding or following letters to which it is joined. Writers may form the letter idiosyncratically and may vary their writing according to whether they are tired or in a hurry or nervous. The variants in the visual representations are analogous to the allophones of a phoneme, and what is distinctive in contrast to other alphabetic letters is analogous to the phoneme." (Sidney Greenbaum, *The Oxford English Grammar*. Oxford University Press, 1996)

Differences Between Members of a Phoneme

"We cannot rely on the spelling to tell us whether two sounds are members of different **phonemes**. For example...the words *key* and *car* begin with what we can regard as the same sound, despite the fact that one is spelled with the letter *k* and the other with *c*. But in this case, the two sounds are not exactly the same...If you whisper just the first consonants in these two words, you can probably hear the difference, and you may be able to feel that your tongue touches the roof of the mouth in a different place for each word. This example shows that there may be very subtle differences between members of a phoneme. The sounds at the beginning of *key* and *car* are slightly different, but it is not a difference that changes the meaning of a word in English. They are both members of the same phoneme." (Peter Ladefoged and Keith Johnson, *A Course in Phonetics*, 6th ed. Wadsworth, 2011)

Lessons 3. Functions of organs of speech in articulation of sounds

Module:	Communicative phonetics
Topic:	Functions of organ of speech in articulation of sounds
Time:	80 minutes
Aim:	a) to introduce students with speech organs b) to develop their communicative skills
Material:	Mark Hancock. English Pronunciation in Use Intermediate. -
Aids:	Cambridge, second edition, 2012. Charts, laptop with speakers, audio recordings, handouts, video clips, white board

The organs of speech

The organs of speech are important in our life, because we can't explain our feelings and thoughts without them. The organs of speech in English are:

The lungs
Vocal cords
Windpipe
Larynx
Pharynx
Uvula
Palate
Alveolar
Lips
Tongue
Mouth cavity
Nasal cavity
Teeth

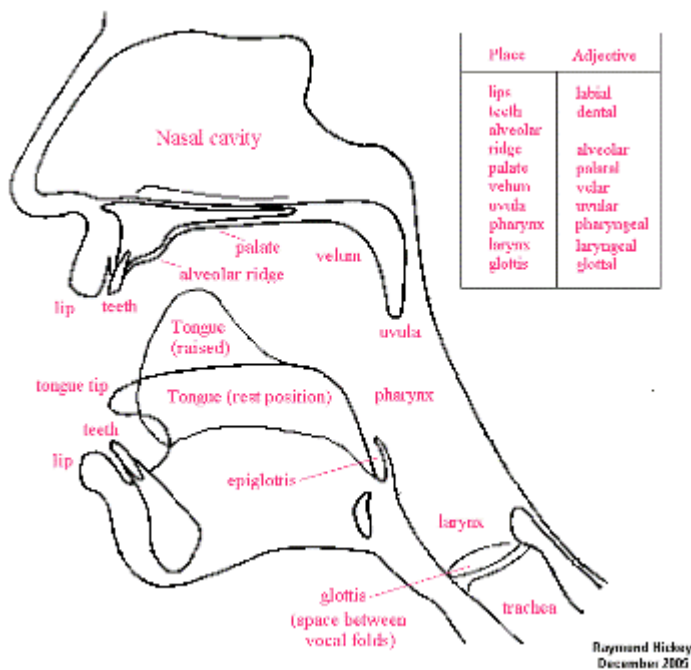
Tongue is divided into: tip, blade, front, central parts. Palate consist of two parts. Front part of the palate is called hard palate and back part is called soft palate.

2. The organs of speech are divided into:

- 1) Active organs of speech
- 2) Passive organs of speech

The active organs of speech are: the lungs, vocal chords, pharynx, lips, soft palate and tongue.

The passive organs of speech are: wind pipe, uvula, larynx, teeth, alveolar and hard palate.



Homework: to learn by heart speech organs

Marking:

The end of the lesson : So students, is your home task clear? Have you any questions to me? Ok, stand up, please, our lesson is over good-bye.

Lessons 4. Playing with the sounds of English

Module: Communicative phonetics

Topic: Playing with the sounds of English

Time: 80 minutes

Aim:

- a) to introduce students with the English songs
- b) to develop their listening and pronunciation skills by listening

Material: English songs

Aids: Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

The importance of games

Songs are a great source of 'real-life' language and you can use music to practise lots of different language skills. Most of all, songs are a fun way to learn English!

Choosing good songs for learning

The best learning happens when we have fun. So it's really important to choose music that your child likes. The best songs for learning English are:

not too long (1–3 verses)

not too fast (easy to sing along)

in everyday English (not too many new or difficult words)

clear (you can easily hear all the words).

Learning tip for 5–12 year olds

Choose songs with lots of rhyming words and rhythms that repeat. This makes it easier for children to learn new words and start singing along.

The Sing and Learn videos from Cambridge English are an ideal way to learn, remember and use new language.

Your child could also try singing along to nursery rhymes. They can practise lots of different vocabulary. For example: numbers ('Ten in the bed'), animals ('Old MacDonald had a farm'), colours ('I can sing a rainbow'), weather ('Incy wincy spider'), vehicles ('The wheels on the bus'), left and right ('You put your right mitten in'), actions ('If you're happy and you know it'), materials ('This is the way we lay the bricks').

Learning tip for 13–18 year olds

For teenagers, learning through songs is a great opportunity to combine their interests and learning the language. If your child is interested in a song, they will be determined to understand it.

Remind your child that pop songs sometimes use informal, everyday language. It's important to understand that English is used differently in different situations. For example, the English in pop songs probably wouldn't be right in formal writing.

English learning activities – practising speaking and pronunciation

Singing is great for learning the rhythm of a language. It helps us learn how words are linked together in connected speech.

Singing along can be challenging, even for native speakers. So help your child with these easy steps:

Find the song lyrics online, or find a music video with subtitles. For example, Sing and Learn is great for younger children.

Read the song lyrics out loud. Look up any unknown words in a dictionary.

Listen to the song and read the lyrics at the same time. Encourage your child to sing along.

When they're ready, try singing along without looking at the lyrics.

Remember, they don't have to get it perfect straight away! It's actually more effective to repeat regularly.

Some children find it hard to speak English because they are shy or lack confidence. Singing with other people can help. It creates a safe space for children to practise expressing themselves aloud. Ask other family members to join in when your child sings at home. They don't have to be musical. They simply need to be enthusiastic!

Improving English pronunciation

When you learn a new language, there are lots of unusual sounds your mouth isn't used to making. Singing helps our mouths to form the right shapes and make these sounds loudly and clearly. Singing also helps us learn how stronger and weaker sounds are pronounced differently in English.

Learning tip for 5–12 year olds

Sing along to phonic songs. This is a good way to practise the different sounds of the English language.

Practise pronouncing one-letter sounds (for example, a, b, c). Go to YouTube and search for: phonic songs english language.

Practise pronouncing two-letter sounds (for example, ou, ue, ch, th). Go to YouTube and search for: phase 3 phonics digraphs.

Learning tip for 13–18 year olds

Print out the lyrics of your child's favourite song. Underline some of the words. Guess the number of syllables in each underlined word. Listen to the song and check how many you got right. Is one of the syllables pronounced more strongly? Now try singing along.

For a more difficult challenge, ask your child to clap along with just the strongly pronounced syllables.

English learning activities – practising reading, writing and listening skills

Any chance to hear English is helpful. Even if it's just putting on background music during mealtimes, playtimes or when you're travelling. But to really improve their English, your child will need to listen carefully. Make some time to understand the song lyrics and think about what they mean.

Learning tip

Writing activity:

Songs can be a great inspiration for creative writing. Listen to a song. After 10–20 seconds, pause the music. Ask your child to draw whatever comes into their head. Play another 10–20 seconds, pause and draw again. Keep doing this until the song finishes. Your child should have several drawings. Ask your child to write a short story to go with their pictures.

Reading activities:

Print out some song lyrics. Cut up the lyrics into separate lines or verses. Ask your child to guess the correct order. Now listen to the song to check if it's right.

To prepare for Cambridge English Qualifications, children should practise thinking about the main ideas and messages in a text. You can use song lyrics to practise this type of reading skill. Encourage your child to think about the meaning and emotions of a song. What would they put in the music video for this song? You could film your child performing their video. Then watch the official music video. Are the ideas the same or different?

Listening activities:

Play some fun games to help your child practise listening carefully. Choose 10 words from a song. Then choose two or three extra words that aren't in the song. Write the words in a random order and give the list to your child. Play the song and ask them to tick the words they hear.

Print out some song lyrics. Change 5–10 words. Then listen to the song. Ask your child to 'spot the differences'. For example, in the Cambridge English song Going into town, Part 1 you could change some of the nouns ('town' to 'village', 'bus' to 'train', 'friends' to 'family', 'film' to 'movie', 'pool' to 'sea').

Ask your child to listen to a song and invent an action for each line or verse. Then ask them to teach the dance to you. Did you know that actions can help children to understand and remember new words? Research shows that dancing increases memory, concentration and understanding at all ages – so get the whole family to join in!

Younger children can also try doing the actions to the Sing and Learn songs. Download the free learning activities (PDF) for each song.

All of Me

John Legend

<http://www.youtube.com/watch?v=450p7goxZqg>

What would I do without your ... 1... mouth?
 Drawing me in, and you kicking me out
 You've got my head spinning, no kidding, I
 can't ... 2... you down
 What's going on in that beautiful mind
 I'm on your magical ... 3... ride
 And I'm so ... 4..., don't know what hit me, but
 I'll be all right

Pre-Chorus

My ... 5... under water
 But I'm breathing ... 6...
 You're crazy and I'm out of my mind

Chorus

'Cause all of me
 Loves all of you
 Love your ... 7... and all your edges
 All your perfect ... 8...
 Give your all to me
 I'll give my all to you
 You're my ... 9... and my beginning
 Even when I lose I'm winning
 'Cause I give you all of me
 And you give me all of you, oh

How many ... 10... do I have to tell you
 Even when you're crying you're beautiful too
 The world is ... 11... you down, I'm around
 through every mood
 You're my downfall, you're my ... 12...
 My worst distraction, my ... 13... and blues
 I can't stop singing, it's ringing, in my head for
 you

Pre-Chorus

Chorus

Give me all of you
 ... 14... on the table,
 we're both showing ... 15...
 Risking it all, though it's hard

Chorus

I give you all of me
 And you give me all of you, oh



1. Fill in the missing words - choose from:
(don't look the text up online!)

hearts – mystery – end – curves - smart –
 fine – rhythm – beating – cards – times – pin
 – head is – muse – dizzy – imperfections

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....
- 13.....
- 14.....
- 15.....

Lessons 5. The relationship of letters and sounds

Module:	Communicative phonetics
Topic:	The relationship of letters and sounds
Time:	80 minutes
Aim:	a) to introduce students with the difference between the sounds and vowels
Material:	b) to develop the students lexical skills
Aids:	Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012. Charts, laptop with speakers, audio recordings, handouts, video clips, white board

We often tend to think about English in terms of the written language, because of its importance in our society and in our education system. However, spoken language is really much more basic to us as human beings:

We learn to talk with others as very young children, just through social interactions, long before we go to school and make special efforts to learn to read and write.

In terms of history, spoken languages existed first, and writing was developed later as a way to record spoken language. In fact, many languages in the world today are spoken but have no written form.

When we talk about spelling, we need to keep in mind the difference between the written language and the spoken language. It's important to be clear about the difference between letters and sounds – how we write words and how we say them. For example:

There are 26 letters in the English alphabet.

But in spoken English we use around 44 different sounds (the number varies slightly depending on our accent).

This means that the 26 letters have to be used to represent a much larger number of sounds. So sounds and letters don't always match up neatly.

We also need to be careful in using the terms vowel and consonant. Often, these terms are used to talk about the letters of the alphabet:

The letters a, e, i, o, u are often said to be vowels.

The other letters of the alphabet (b, c, d, f etc.) are often said to be consonants.

However, the same terms are also used to talk about sounds. Here it will be helpful to think briefly about how we make the sounds of our language.

When we talk, we use our vocal organs – parts of our mouth and throat, such as our lips, teeth, tongue and larynx (voice box). This whole area of the body is called the vocal tract.

To make a consonant sound, we position some of our vocal organs together or close to each other. For example, our lips come together when we make the first sound in the word pie.

To make a vowel sound, we position the vocal organs further apart. The vocal tract is more open. For example, the word I is pronounced as a vowel sound (the same one as the second sound in pie).

Together, vowel sounds and consonant sounds make up syllables. A syllable typically has one vowel sound as its core, and it may have one or more consonants as well. A syllable forms one beat in the rhythm of speech. For example:

These words all have one syllable: I, tie, print, on, ant.

These words all have two syllables: inner, target, pillow, expect, lion.

And these all have three syllables: happiness, terrible, amusing, frustration, exhausted.

Consonant sounds come at the edges of a syllable. They can come in sequences of two or more, e.g. in train, lisp, strand.

Now that we have discussed vowel sounds and consonant sounds, let's see how they relate to letters. We'll look at vowels first.

Certainly, each of the letters a, e, i, o or u can be used to represent a vowel sound. But there are many more than five vowel sounds in English – around twenty, in fact! This means there are some complications.

First, we sometimes use two of these letters together to write one vowel sound, e.g. beach, shout, coin, loop. These words each have only one syllable (one beat). Compare lion, where the two vowel letters spell two vowel sounds, giving two syllables (two beats).

A second complication is the 'magic e' that is often found at the end of a word, e.g. in mate. This e is not pronounced as a separate vowel – instead, it acts as a useful indicator telling us how to pronounce the vowel before the final consonant. For instance, compare mat and mate – both one syllable, but with different vowel sounds.

Third, some of the 'consonant letters' are sometimes used to write or help write vowel sounds:

The letter y represents a vowel sound in syllable, party.

The letters w and y help to represent vowel sounds by combining with other letters in throw, play.

There are other words where y and w represent consonant sounds:

For example:

yellow, yes, young

wave, wonderful, wise

Lesson 6. Digraphs and Letter combinations, their reading

Module: Communicative phonetics

Topic: Digraphs and Letter combination, their reading

Time: 80 minutes

Aim: a) to introduce students with digraphs definition and its functions
b) to develop students pronunciation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

A digraph is a combination of two letters that make a single sound, as in the "ph" in "phone." In fact, the word "digraph" contains a digraph. (Can you spot it?) Digraphs can include a combination of consonants or vowels. Let's take a look at several digraph examples, starting with consonants.

Consonant Digraph Examples

Digraphs can make initial sounds, and come at the beginning, middle, or end of the word. Below, we'll list each sound, including its use as an initial digraph and a final digraph.

Digraph

Initial or Final Sound

Examples

"ch-"

Initial

chair, cheese, child

"-ch"

Final

lunch, pinch, rich

"-ck"

Final

luck, sick, tuck

"kn-"

Initial

knight, knife, knot

"ph-"

Initial

phone, phonics, phrase

"sh-"

Initial

shape, ship, shoe

"-sh"

Final

brush, dish, flash

"-ss"

Final

bliss, chess, mess

"th-"

Initial

think, three, thumb

"-th"

Final

bath, earth, with

"wh-"

Initial

whale, what, why

"wr-"

Initial

wreck, wrist, writing

One thing to note is that there are two types of digraphs. The most common type is known as a heterogeneous digraph. That is, it's made up of two different letters, like "ck" or "sh." We also have homogenous digraphs that are made up of two of the same letters, like "ss."

Vowel Digraph Examples

Vowel digraphs are typically placed in the middle of words. Of course, that's not always the case, as we'll examine the "ea" digraph pairing that can come at the beginning of words like "each" and the end of words like "plea." But, since they don't predominantly deal in initial and final sounds, we'll list the vowel digraphs and then enjoy some examples.

Digraph

Examples

"ai"

gain, maim, stain

"ay"

day, play, stay

"ea"

beach, read, speak

"ee"

feet, peek, sheet

"ie"

brief, chief, thief

"ie"

cried, pie, tied

"oa"

boat, goat, road

"oe"

aloe, toe, woe

"oe"

canoe, horseshoe, snowshoe

"oo"

book, cook, shook

"oo"

zoo, boom, noon

"ue"

argue, blue, rescue

"ui"

cruise, fruit, recruit

Lesson 7. Syllables. Syllables division

Module: Communicative phonetics

Topic: Syllables. Syllables division

Time: 80 minutes

Aim: a) to introduce students with syllables and its division
b) to develop students pronunciation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Syllable Division Rules

Syllable division rules show us how to break up a multi-syllable word into its syllable parts. There are six main syllable division “rules” to guide us.

How is Syllable Division done?

It all starts with the vowels. Find the vowels in the word. It helps to underline or highlight them.

Find the patten of the consonants and vowels (VCV, VCCV, VCCCV, VCCCCV, C+le, VV).

Use the syllable division rule (shown below) to divide the word into its syllable parts.

Why Should we Teach Syllable Division?

Learning the rules of syllable division provides our students with an effective strategy for chunking up those bigger words into more manageable parts. I see it as another “tool” for their “tool belt” that leads to more accuracy while reading.

Understanding syllable division also helps students to determine what the vowel sound will be. As I learn more, I see this works best when incorporated with morphology (think prefixes, suffixes, and roots). When I first learned syllable division, I only learned syllable division without the consideration of morphemes (which are the smallest units of meaning in our language). I now teach my students to look for familiar prefixes, suffixes, and even roots (for older kids) first. If there aren’t any, then begin syllable division.

To get to that point though, we need to teach them those syllable division rules and give them enough practice with them so that it becomes more automatic. All the while, I'm teaching new prefixes and suffixes to them so those can also become more familiar. I think the two actually go together well. But I digress! Back to syllable division!

The first thing to know is that every syllable must have a written vowel. The very definition of a syllable is an uninterrupted unit of speech with one vowel sound.

As I mentioned above, first thing to know about syllable division is that it's all about vowels!

Every syllable needs a vowel, so we can determine (usually) how many syllables there are based on the number of vowels.

Vowel teams and diphthongs count as one syllable even if there are two vowels because they work together to make one sound.

Same with silent e. The e doesn't make a sound so it doesn't get its own syllable. The exception of course is the syllable type consonant -le. This syllable is found in words like little, bubble, table. You cannot hear the e, but it does get its own syllable. It buddies with the l before it and the consonant before the l. More about that later, though!

Syllable Division Rules

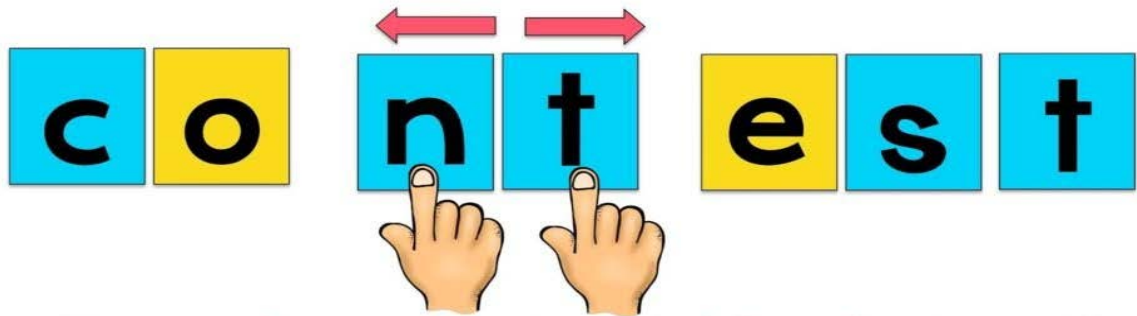
The following slides show the main syllable division rules.

Rule #1: Two consonants between the vowels: VCCV Pattern

The first syllable division rule is VC/VC, which stands for vowel-consonant-consonant-vowel. Train your students to find the vowels in the word. They are our starting point. In words with the VCCV pattern, there are two consonants between the two vowels. Usually, we split between those consonants.

VCCV

If a word has **2 letters** between the vowels, **SPLIT** them.

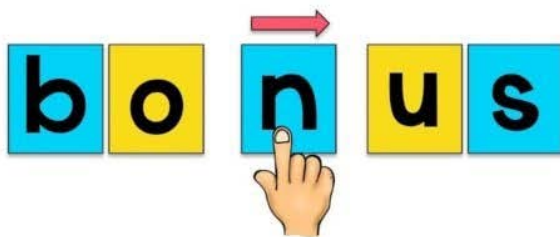


**** Keep digraphs & R/L blends together.**

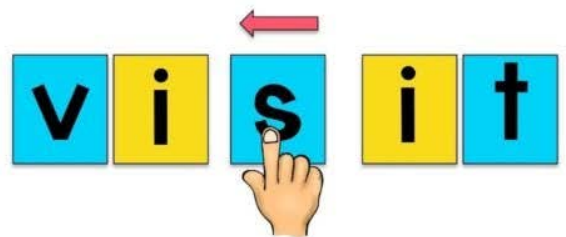


VCV

If there is **ONE** letter between the vowels...



Move the letter to the right side of the word. This leaves the 1st syllable open. Check. If it is a word, leave it.



If it doesn't make a word, move the letter to the left side. This makes the 1st syllable closed.

More commonly, you would split VCV syllables before that consonant. This leaves your first syllable open, so the vowel would be long.

In the word silent, the letter l is the middle consonant between the vowels. We move that to be with the 2nd syllable: si-lent.

In the word bonus, the letter n is the middle consonant between the vowels. We move that to be with the second syllable, leaving the first syllable open (because it ends with a vowel) bo-nus

Rule #4: Three consonants between the vowels.

[OBJ]

In the case of three consonants between the vowels, we usually split after the first consonant.

In the word conflict, the letters n, f, l are between the vowels. The first consonant n goes with the first syllable and the other two (fl) go to the 2nd syllable: con-flict. See below that there are the usual exceptions.

We never split digraphs, blends, or units.

Also, a word this big can often be a compound word. Instead, you would split between the two words.

Lesson 8. Open and closed syllables.

Module: Communicative phonetics

Topic: Open and closed syllables

Time: 80 minutes

Aim: a) to introduce students with syllables and its types
b) to develop students pronunciation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Open Syllables

An open syllable can be recognized by the pronunciation of the vowel. It is pronounced like the name of the letter. For example, the word “me” is pronounced like the letter “e”.

What is a Closed Syllable

Closed syllables also contain one vowel, but this vowel is always followed by a consonant. In other words, a closed syllable always ends with a consonant. Unlike the vowels in the open syllables, the vowel sound produced by closed syllable is short. Some examples of closed syllables include the words ask, junk, soft, on, in, but, sock, hid, pat, bat, truck, bed, hip, and men. All these examples contain one vowel and end with a consonant.

A word can also have more than one closed syllable. Here are some words that have two closed syllables:

combat, dentist, contact, happen, insect, kitten, rabbit, fabric

OPEN SYLLABLE

VERSUS

CLOSED SYLLABLE

Open Syllable
ends in a
vowel

Has a long
sound

Vowel is not
followed by any
consonant

Sound is similar
to the name of
the vowel

Closed Syllable
ends in a
consonant

Has a short
sound

Vowel is
followed by a
consonant

Sound may not
be similar to the
name of the
letter

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Difference Between Open and Closed Syllable

End

Open Syllable ends in a vowel.

Closed Syllable ends in a consonant.

Sound

Open Syllable has a long sound.

Closed Syllable has a short sound.

Order

Open Syllable's vowel is not followed by any consonant.

Closed Syllable's vowel is followed by a consonant.

Sound of the Letter

Open Syllable's sound is similar to the name of the vowel.

Closed Syllable's sound may not be similar to the name of the letter.

Lesson 9. Reduction

Module: Communicative phonetics

Topic: Reduction

Time: 80 minutes

Aim: a) to introduce students with the reduction definition
b) to develop students pronunciation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Reduction is the shortening, weakening and disappearance of vowels in unstressed position. Reduction is closely connected with word stress and sentence stress. Three types of reduction are noticed in English, they are:

Complete reduction

Qualitative reduction

Quantitative reduction

Complete reduction: In this type of reduction there exists disappearance of vowels in unstressed position.

For example: garden [gɑ:dn]

cotton [kɒtn]

lesson [lesn]

table [teɪbl]

season [si:zn]

2. Qualitative reduction: It occurs when obstruction effects both long short vowels. At the result of this there exists qualitative change of vowels in unstressed position.

For example: about [əbaʊt]

doctor [dɒktə]

better [betə]

balcony [bælkəni]

student [stju:dənt]

can [kən]

and [ənd]

an [ən]

palate [pæli:t]

picture [pɪktʃə]

Quantitative reduction: It is shortening of vowels in unstressed position

he [hi:]

[hɪ]

you [ju:]

[ju]

she [ʃi:]

[ʃɪ]

be [bi:]

[bɪ]

we [wi:]

[wɪ]

me [mi:] [mɪ]

Consolidation: Read the sentences and find out types of reduction.

I think you'd better ask the others

It's time the children went to bed

What sort of weather did you have in London

Lesson 10. The 1st type of syllable. The 2nd type of syllable. The 3rd type of syllable. The 4th type of syllable.

Module: Communicative phonetics

Topic: The 1st type of syllable. The 2nd type of syllable. The 3rd type of

Time: syllable. The 4th type of syllable.

Aim: 80 minutes

a) to introduce students with the types of syllables

Material: b) to develop students pronunciation

Aids: Mark Hancock. English Pronunciation in Use Intermediate. -
Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips,
white board

The 1st type of syllable is open syllable and vowels in it are pronounced as an
alphabet.

*Birinchi tur bo'g'ini ochiq bo'g'in bo'lib, undagi unlilar alfavitdagi
nomi bilan talaffuz qilinadi.*

Aa[eɪ] O'zbek tilida "ey" harf birikmasi orqali ifodalanadi.

Kate [keit]

date [deit]

blame [bleim]

pale [peil]

same [seim]

hate [heit]

make [meik]

plate [pleit]

Kate, don't take the cake from the plate, it's for Mr.Blake.

[keit| dɒnt teɪk ðə keɪk frɒm ðə pleɪt| ɪts fɔr mɪstə bleɪk|]

Oo[ou] O'zbek tilida bunday tovush mavjud emas, u o hamda u
harflarini birga qo'shib talaffuz bilan hosil bo'ladi.

tone [toun]

rose [rouz]

bone [boun]

phone [foun]

home [houn]

nose [nous]

hope [houp]

note [nout]

Oh, no, don't go home alone.

[ou| nou| dɒnt ɡoʊ hoʊm ələʊn|]

Ee[i:] O'zbek tilidagi I harfiga o'xshaydi, lekin biroz cho'zib talaffuz qilinadi.

she [ʃi:]

Pete [pi:t]

these [ði:s]	Peter [pi:tə]
scene [si:n]	Steve [sti:f]
meter [mi:tə]	We [wi:]

Pete and Peter, look at the meter.
[pi:t ən pi:tə| luk ət ðə mi:tə||]

Ii[ai] *O'zbek tilida bu tovush ay harf birikmasi orqali ifodalanadi.*

kite [kait]	bride [braid]
like [laik]	mine [main]
fine [fain]	pipe [paip]
nice [nais]	tide [taid]

Mike is nine, the kite is fine.
[maik iz nain| ðə kait iz fain||]

Uu[ju:] *Bu harf o'zbek tilidagi yu harfining biroz cho'zib talaffuz etilgan variantidir.*

tube [tju:b]	student [stju:dənt]
tuner [tju:nə]	unit [ju:nit]
use [ju:z]	tulip [tju:lip]
super [sju:pə]	tune [tju:n]

Sue used the tuner and tuned the radio to the music.
[sju: ju:st ðə tju:nə ən tju:nət ðə reidjəu tə ðə mju:zik||]

Yy[wai] *Bu harf ham ay harf birikmasi kabi talaffuz etiladi, ma'nolar esa kontekstga qarab aniqlanadi.*

cry [krai]	fly [flai]
fry [frai]	try [traɪ]
sky [skai]	type [taɪp]
why [way]	my [mai]

The little fly is in the sky, why not try to catch the fly.
[ðə litl flai iz in ðə skai| wai nɒt traɪ tə kætʃ ðə flai||]

Consolidation: Read the text “ Football “ with correct pronunciation.

Homework: Learn by heart sound of the 1 st type of syllable all tongue twisters give examples think them.

Marking:

The end of the lesson : So student, is your home task clear, have you got any questions to me? Ok, stand up please, our lesson is over good-bye.

Theme: The 2 nd type of syllable

The 2nd type of syllable is closed syllable and vowels in it are pronounced as short.
Ikkinchi tur bo'g'ni yopiq bo'g'in bo'lib, undagi unlilar qisqa talaffuz etiladi.

Aa[æ] *Qisqa tovush, o'zbek tilidagi e harfini a harfiga biroz yaqinlashtirib qisqa talaffuz qilinadi.*

map [mæp]	sat [sæt]	catch [kætʃ]
cap [kæp]	that [ðæt]	match [mætʃ]
hat [kæp]	cat [kæt]	black [blæk]

That black cat sat on a hat.

[ðæt blæk kæt sæt on ə hæʔ]

Oo[ɔ] *Qisqa unli tovush. O'zbek tilidagi o unli harfiga o'xshaydi, lekin biroz qisqaroq talaffuz etiladi.*

hot [hɔt]	not [nɔt]	clock [klɔk]
pot [pɔt]	spot [spɔt]	frost [frɔst]
dog [dɔg]	cost [kɔst]	knock [nɔk]

Tom has got a clock but not a spotty dog.

[tɔm hæz gɔt ə klɔk bət nɔt ə spɔti dɔg||]

Ee[e] *Qisqa unli tovush. O'zbek tilidagi e harfiga juda o'xshaydi, lekin u ham qisqa talaffuz qilinadi..*

pen [pen]	best [best]	Betty [beti]
ten [ten]	well [wel]	Benn [ben]
men [men]	help [help]	pencil [pensil]

Ben sent ten men to mr.Den [ben sent ten men tə mistə den||]

Ii[i] *Qisqa unli tovush.*

still [stil]	hill [hil]	bring [brɪŋ]
milk [mɪlk]	will [wil]	silk [sɪlk]
ink [ɪŋk]	kill [kil]	kick [kɪk]

Little Bill sit still if you sit still, little Bill, Jimmy, Nill will bring you to a big hill.

[lɪtl bil sit stil if ju: sit stil| lɪtl bil| dʒɪmi| nil wil brɪŋ ju: tu ə big hil||]

Uu[ʌ] *Qisqa unli tovush. O'zbek tilidagi a harfiga juda o'xshaydi, u ham qisqa talaffuz qilinadi.*

nut [nʌt]	much [mʌtʃ]	basket [bʌskɪt]
cut [kʌt]	must [mʌst]	mud [mʌd]
cup [kʌp]	such [sʌtʃ]	structure [strʌktʃə]

Judd, you mustn't strike the basket

[tʌd| ju: mʌsnt straɪk ðə bʌskɪt||]

Yy[i] *Qisqa unli tovush. I harfi kabi u ham qisqa talaffuz qilinadi.*

system [sɪstəm]	symphony [sɪmfəni]
synonym [sɪnənɪm]	syllable [sɪləbl]
mystery [mɪstəri]	myth [mɪθ]

Syd, Symphony and syndicate are not synonyms of system and symbol.

[sɪd|sɪmfəni ənd sɪndɪkət a: nɒt sɪnənimz əv sɪstəm ənd sɪmbəl||]

Consolidation: Learn the poem and transcribe it “ **My family** “

My family

Our large family

Has a nice flat,

We live there happily

With a kitten and a cat.

My sisters and brothers

All go to school

To help one another

It is a good rule.

We help our mother

When she washes and cooks

Together with father

We like to read books.

Theme: The 3rd type of syllable

The 3rd type of syllable is formed with **vowel+r** or **vowel+r + consonant** and vowels in it are pronounced as long.

Bu bo'g'in asosan unlilardan keyin “r” harfi kelgan holatdir. Bunda “r” harfi o'qilmaydi, lekin o'zidan oldingi unli harfning cho'zib o'qilishini ta'minlaydi. Bunda “r” undosh harfidan keyin faqat undosh harf kelishi mumkin.

vowel + r + consonant

Aa[a:] *Cho'ziq unli tovush. O'zbek tilida bunday tovush mavjud emas.*

car [kɑ:]

spark [spɑ:k]

bar [bɑ:]

mark [mɑ:k]

art [ɑ:t]

dark [dɑ:k]

far [fɑ:]

card [kɑ:d]

Mark, don't park your car near the bar.

[mɑ:k|dɒnt pɑ:k jɔ kɑ: niə ðə bɑ:|]

Oo[ɔ:] *Cho'ziq unli tovush. o'rmon o' harfining talaffuziga yaqin, lekin cho'ziq talaffuz qilinadi.*

form [fɔ:m]

port [pɔ:t]

formal [fɔ:ml]

norm [nɔ:m]

horn [hɔ:n]

born [bɔ:n]

forty [fɔ:ti]

North [nɔ:θ]

sport [spɔ:t]

George Forest wasn't born in the North of Norway.

[dʒɔ:ɗʒ fɔ:rɛst wɔznt bɔ:n in ðə nɔ:θ əv nɔ:wei|]

Uu[ə:] *Cho'ziq unli tovush bo'lib, o'zbek tilida bunday tovush mavjud emas.*

turn [tɜ:n]

sur [sə:]

purple [pɜ:pl]

burst [bɜ:st]

more [mɔ:]	forecast [fɔ:kɑ:st]
core [kɔ:]	pore [pɔ:]
sore [sɔ:]	fore [fɔ:]

Core has a sore forefinger and moreover, she looked more and more at her sore forefinger. [kɔ: hæz ə sɔ: fɔ:fɪŋgə ənd mɔ:(r)əʊvə | ʃi: lukt mɔ:rənd mɔ:rət hə: sɔ: fɔ:fɪŋgə||]

Ee[ɪə] *Bu tovush o'zbek tilidagi ie harf birikmasining talaffuziga o'xshaydi, lekin juda qisqa talaffuz qilinadi.*

here [hɪə]	interfere [ɪntəfɪə]
Mere [mɪə]	interference [ɪntəfɪərəns]
Merely [mɪəli]	

Uu[juə] *O'zbek tilidagi yue harf birikmasining talaffuziga o'xshash, lekin juda qisqa talaffuz qilinadi.*

pure [pjue]
cure [kjue]

Ii[aiə] *O'zbek tilida bunday tovush mavjud emas.*

fire [fɪə]	admire [ədmaɪə]
wire [waɪə]	require [rɪkwaɪə]
tire [taɪə]	

Yy[aiə] IV tur bog'inda ham Ii va Yy harflari bir xil tovushni ifodalaydi.

tyre [taɪə]

Consolidation: Read the poem “Colors”

Colors

*I see green, I see yellow
I see that funny fellow
I see white, I see black
I see this and that and that.
I see pink, I see brown
I stand up and I sit down
I see red, I see blue
I see you and and you.*

Homework: Find out examples using the 4th type of syllable and learn by heart the poem “Colors”

Marking:

The end: So students, have you got any questions to me? Is your homework clear? OK, stand up please. Our lesson is over. Good bye, you are free. Have a good rest!

Lesson 11 . Word stress. The degrees of word stress. Stress in two-syllables words, compound words and longer words

Module: Communicative phonetics

Topic: Word stress. The degrees of words stress. Stress in two-syllables

Time: words, compound words and longer words

Aim: 80 minutes

a) to introduce students with the types word stress

Material: b) to develop students knowledge on putting stress in correct places

Aids:

Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

What is a word stress?

The syllable which has greater prominence than the others is called stressed syllable. Vowels in unstressed position are not long, because they are reduced in unstressed position.

For example: compound [kəm`paund] compound [ˈkɒmpaund]

The degrees of word stress

There are three degrees of word stress in English. They are:

1. Stressed syllable - **Primary stress**
2. A half stressed syllable - **secondary stress**
3. Zero stress - **unstressed syllable.**

Ingliz tilida so'z urg'usining 3 ta darajasi mavjud:

1. *Urg'uli bo'g'in - asosiy urg'u*
2. *Yarim urg'uli bo'g'in - ikkinchi darajali urg'u*
3. *Urg'usiz bo'g'in - urg'usiz bo'g'in.*

For example: organization [ɔ:gənaɪzɪʃn]

Asosiy urg'u - bu bo'g'inning yuqorisiga qo'yiladigan asosiy urg'u

Ikkinchi darajali urg'u - bu ,bo'g'inning quyiga (pastiga) qo'yiladigan urg'u bo'lib, u ham urg'uli bo'g'in sanaladi, lekin asosiy urg'udan biroz kuchsizroq talaffuz qilinadi.

Urg'usiz bo'g'in - bu urg'u olmaydigan bo'g'in.

In the polysyllabic words the primary stress is on the third or fourth syllable from the beginning of the word and the secondary stress falls on the first syllable. But if the primary stress falls on the fourth syllable, the secondary stress is on the second syllable.

example: experimentation [ɪksperɪmentɪʃn]

Ko'p bo'g'inli so'zlarda asosiy urg'u to'rtinchi bo'g'inga tushsa, ikkinchi darajali urg'u ikkinchi bo'g'inga tushadi yoki aksincha, agar asosiy urg'u uchinchi bo'g'inga tushsa, ikkinchi darajali urg'u birinchi bo'g'inga tushadi.

example: organization [ɔ:gənəɪzɪʃn]

prophylactic [prɒfɪlæktɪk]

The words with the prefixes re-, un-, in-, under- and numerals from 13 to 19, compound adjectives, compound verbs, with a preposition (to put on, to take off etc.) are often have two primary stresses.

example: rewrite [rɪraɪt], unknown [ʌnnoun], fifteen [fɪftɪ:n] , twenty five [twentɪfaɪf], well-dressed [weldrest], to put on [tə put ɔn].

Prefiksli so'zlarda, 13 dan 19 gacha bo'lgan sonlarda, qo'shma sonlarda va predlogli qo'shma fe'lllarda ikkitadan asosiy urg'u bo'ladi.

The word stress may have distinctive function. It can differentiate the parts of speech.

Bundan tashqari so'z urg'usi so'zning mustaqil ma'nosini farqlash uchun ham xizmat qiladi.

example: an export [ən ekspɔ:t], to export [tu ekspɔ:t]

progress [prɒgres], to progress [prəgres]

Sentence stress.

What is a sentence stress?

In a sentence or an intonation group some of the words are of greater importance than the others. This largely depends on the situation or context. Words which provide most of the information are brought out in speech by means of sentence-stress. Thus sentence - stress is a special prominence given to one or more words according to their relative importance in a sentence.

The main function of sentence-stress is to single out the communicative centre of the sentence which introduces new information. The most prominent part of a sentence is the last stressed word which takes the nuclear tone. It indicates the nucleus of the communicative centre.

The doctor says it's 'not serious.

Lesson 12 . Vowels and its definition

Module: Communicative phonetics

Topic: Vowels and its definition

Time: 80 minutes

Aim: a) to introduce students with the definition of vowels
b) to develop students pronunciation skills

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Lesson 13 . Classification of vowels according to the stability of articulation. Monophthongs

Module: Communicative phonetics

Topic: Classification of vowels according to the stability of articulation.

Time: Monophthongs

Aim: 80 minutes

Material: a) to introduce students with the definition of monophthongs
b) to develop students pronunciation skills

Aids: Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.
Charts, laptop with speakers, audio recordings, handouts, video clips, white board

All English vowels are classified according to the following principles:

1. according to the stability of articulation
2. according to the tongue position
3. according the lip position and length

According to the stability of articulation all English vowel are devided into:

- monophthongs
- diphthongs
- diphthongoids

Monophthongs are such vowels in producing of them organs of speech are not changed. “monophthong” means “one sound” there are 10 monophthongs: 7 of them are short and 3 of them are long.

short monophthons are :[æ] [ʌ] [ɔ] [ə] [ɪ] [e] [u]

long monophthons are: [ɔ:] [ə:] [ɑ:]

Barcha ingliz unlilari quyidagicha tasnif qilinadi:

1. *talaffuz qilish me'yoriga ko'ra*
2. *tilning holatiga ko'ra*
3. *lablarning holatiga ko'ra va masofaga ko'ra*

Talaffuz qilish me'yoriga ko'ra barcha unlilar 1) monoftonglarga

1. *diftonglarga*
2. *diftongoidlarga bo'linadi*

Monoftonglar shunday unli tovushlarki, ularning talaffuziga nutq organlarining holati o'zgarmaydi. U lotincha so'zdan olingan bo'lib "bitta tovush" degan ma'noni bildiradi. Ingliz tilida ularning soni 10 ta: 7 tasi qisqa va 3 tasi cho'ziqdir.

Qisqa monoftonglar yopiq bo'g'inli so'zlarda ya'ni "r " harfidan tashqari har qanday undosh harfga tugagan so'z yoki bo'g'inlarda uchraydi.

[æ] a – cat, map, black, sad, hat

arr – narrow, carrot, carry

[u] ook- book, cook, took

ou- could, should

pu- put, push

fu-full, fully

oo-foot, good

[ɪ] i-hill, sit, will

y-system, synonym

ey-money, honey

e- decide, kindness

ie- married

ai-mountain, captain

[ə] a-about, above

ar-grammar

all-logical, medical

arr-arrive, arrange

e-absent, student

er-letter, better

[ɔ] o-plot, hot, dog

orr-lorry, sorry

wa-want, wander

[e] e-men

ea-read, bread

err-cherry, berry

a- any, many

[ɑ:] ar-car, bar, park

ass- pass, grass

ast-past, fast

ask-mask, ask

aft-after, shaft

al-half, calm
 ance-dance, chance
 ath-path, bath
 [ɔ:] or-short, sport, port
 ore-more, sore
 oor-door, floor
 our-four, pour
 war-swarm, war
 au- pause, cause
 saw, law
 ought-bought
 aught-caught
 [ə:] er-stern, term, herd
 ir-girl, bird
 ur-turn, burn
 yr- myrtle, myrmidon
 ear-earth, heard
 or-work, world
 our-journal, journey

Lesson 14 . Diphthongs. Diphthongoids

Module: Communicative phonetics

Topic: Diphthongs. Diphthongoids

Time: 80 minutes

Aim: a) to introduce students with the definition of diphthongs and diphthongoids

Material: b) to analyze difference between diphthongs and digraphs

Aids: Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.
 Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Diphthongs are vowels which consist of two elements. The 1st element of the diphthong is called “the nucleus” and the second is “the glide”. The nucleus is strong and distinct than glide. In articulation of the organs of speech are changed. Diphthong means “two sound”.

Ikki elementdan tashkil topgan hamda biri ikkinchisidasn ajratilmay tallafuz qilinadigan shunday unli tovushlar borki, ularning talaffuzida nutq organlarining

holati o'zgaradi. Bunday murakkab tovushlar "diftonglar" deyiladi. Ularning birinchi elementi yadro ikkinchisi glayd deyiladi.

There are 8 diphthongs in English

[eɪ] [aɪ] [ou] [ɔɪ] [ɪə] [ɛə] [uə] [au]

Ingliz tili diftonglariga o'xshamaydigan tovushlar o'zbek tilida uchraydigan, faqat talaffuz jihatidan diftonglarga yaqin keluvchi harf birikmalari mavjud. (oy, ie, ey, ay, ou, ea, ue)

[eɪ] diftongi:

a- take, made, make
ai-main, sail, pain
ay-day, may, pray, way
ei-eight, weight
ey-grey, they, prey,
ea-great, break, steak

[aɪ] diftongi

i-hide, like, pipe, side
y-my, sky, fly, fry
ind-mind, kind, find
ie-tie, lie, die
igh-high, light
ei-neither, either
gui-guide, guise
buy, bye, guy

[ou] diftongi

o-note, hope, stone
o+ld-old, hold, cold
o+st-post, most
os-toast, soap
ou-mould,
ow-know, flow

[au] diftongi

ou-out, mouse
ow-how, now, row

[ɔɪ] diftongi

oi-oil, boil, noise
oy, boy, toy, employ

[ɪə] diftongi

ea-real, theatre, idea
ear-fear, near
ere-here, mere
eer-deer, beer, pioneer

[ɛə] diftongi

are-parents, care, dare
air-pair, hair, air

ear- pear, bear
ere-there, their
[uə] diftongi
oor-poor, moor, boor
our-tour, tourist
ue-cruel, duel
ewer-fewer, newer
uer-fluer, truer

Consolidation: read the text and find out diphthongs

Homework: to learn by heart all diphthongs and find out examples in sentences

Marking:

The end: Stand up students. Our lesson is over, good bye

Diphthongoids

Diftongoids have a slight change in their producing but this change isn't distinct as it is in case of diphthongoids in English: [ɪ:] , [u:] difthogoid means "like diphthongs"

Ko'rinishi monoftong tovushlarga o'xshagan, lekin talaffuz jihatidan diftonglarga biroz yaqin bo'lgan tovushlar diftonglar deyiladi. Ularni talaffuz qilishda nutq organlarining holati biroz o'zgaradi. Bu tovushlarni diftonglarga o'xshaydi deyililishiga sabab, cho'ziqlik belgisi 2 – tovushning talaffuzini talab qiladi.

[ɪ:] see [si:] meet [mi:t] need [ni:d] feet [fi:t]

sea [si:] meat [mi:t] read [ri:d] tea [ti:]

niece [ni:s] piece [pi:s] receive [ri:si:v]

[u:] too [tu:] moon [mu:n] soon [su:n] spoon [spu:n] food [fu:d]

soup [su:p] group [gru:p] rule [ru:l] conclude [kənklʊ:d]

Lesson 15. Classification of vowels according to the tongue and lip position

Module: Communicative phonetics**Topic:** Classification of vowels according to the tongue and lip position**Time:** 80 minutes**Aim:** a) to introduce students with the classification of vowels according to the tongue and lip position**Material:** b) to explain the importance of learning this theme in communication skills**Aids:**

Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Ingliz unli tovushlarini lablarning holatiga ko'ra tasnif qilayotganimizda ularning quyidagi 2 hil holatini farqlaymiz.

1. lablarni doira shakliga keltirgan unlilar

2. lablarni doira shakliga keltirmagan unlilar

Agar unli tovushlarni talafuz qilinayotganda lablar doira shakliga kelsa ular lablarni doira shakliga keltirgan unlilar deyiladi.

Agar unli tovushlar talaffuzida lablar doira shakliga kelmasa: tarqoq yoki neytral bo'lsa ular lablarni doira shakliga keltirmagan unlilar deyiladi.

According to the lip position vowels are divided into 2 parts: Rounded
Unrounded

Rounded vowels: if in producing of some vowels our lips take round position we may call them rounded vowels. English rounded vowels are: [ɔ] [ɔ:]

[u] [u:]. Uzbek rounded vowels are : (u, o' o)

Unrounded vowels- if in producing of some vowels our lips spread or neutral we may call them unrounded vowels. In English: [æ] [ɪ] [ə] [ʌ] [ɑ:] [e] [ə:] [ɪ:].

In uzbek : (a,i,e,ya)

[u:] two [tu:], too [tu:], spoon [spu:n], school [sku:l], moon [mu:n],

[u] book [buk], look [luk], put [put], push [puʃ], full [ful],

[ɔ:] all [ɔ:l], ball [bɔ:l], wall [wɔ:l], daughter [dɔ:tə], small [smɔ:l]

[ɔ] not[nɒt], hot[hɒt], spot [spɒt], fog [fɒg], doctor [dɒktər]

[ɪ] hill [hɪl], bring [brɪŋ] system[sɪstəm], symbol [sɪmbəl]

[ɪ:] meat[mɪ:t], meet[mɪ:t], meal[mɪ:l], cream [krɪ:m], stream [stri:m]

[ɑ:] hard [hɑ:d], garden[gɑ:dən], dance[dɑ:ns], class [kla:s]

[ʌ] country [kʌntri], culture [kʌltʃə], love [lʌv], nut [nʌt]

[e] hen [hen], pencil [pensəl], desk [desk], bread [bred], read [red]

[ə:] girl [gɜ:l], myrmidon [mɜ;mid(ə)n], firm[fɜ:m], her [hɜ:]

[æ] cap [kæp], black [blæk], narrow [næreɪ], carrot [kærət]

[ə] student [stju:dənt], above[əbʌv], absent[æbsənt], grammar [græmə]

Besides that vowels are divided into 2 parts according to the length:

Long vowels: [u:] [ɔ:] [ɪ:] [ɑ:] [ə:]

Short vowels: [ɪ] [ʌ] [ʊ] [ɔ] [e] [æ] [ə]

Classification of vowels according to the tongue position

According to the tongue position the following vowels are distinguished

- 1) Front vowels
- 2) Front retracted vowel
- 3) Central vowels
- 4) Back vowels
- 5) Back advanced vowel

Front vowels are produced in the front part of the mouth. In producing them front part of the tongue is raised to the hard palate. They are: [ɪ] [æ] [e]. When the tongue is in front of the mouth, but lightly retracted a vowel is produced. There is only one front – retracted vowel is produced. There is only one front – retracted a vowel phoneme in English. It is [ɪ]. In articulating vowels if the front part of the tongue is raised towards the back part of the hard palate the central vowels are produced. They are: [ə] [ʌ] [ɜ:]. Back vowels are such vowels in articulation of which the tongue is in the back part of the mouth and the back part of the tongue is raised towards the soft palate. English back vowels are. [ɑ:] [ɔ:] [ɒ] [ɔ]

There is only one back – advanced vowel in English it is. [ɔ]. In its articulation the tongue is in the back part of the mouth, but it is slightly advanced and the central part of it is raised towards the soft palate.

Lesson 16. Consonants and its definition. Classification of consonants according to the place of articulation.

Module: Communicative phonetics

Topic: Consonants and its definition. Classification of consonants according to the place of articulation

Time: 80 minutes

Aim: a) to introduce students with the classification of consonants
b) to explain the place of articulation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

There are 26 letters in English alphabet: 20 of them are consonants. We learned all about vowel letters and sounds on previous lessons. Now we'll speak about consonants.

How the English consonants are produced?

Consonants are produced by the help of the air stream which comes from the lungs through the mouth or nasal cavities. In producing of them the air stream meets an obstruction in the mouth or nasal cavities. 20 consonant letters make 24 consonant sounds they are :

Ingliz undosh tovushlarini o'qilishinig 2 ta qoidasi bor:

1) *ingliz tilida undosh harflar hech qachon yumshoq talaffuz qilinmaydi. Faqat l harfi bundan mustasno, bunga intewrferendiya (aks ta'sir) hodisasi sabab bo'ladi.*

2) *Agar so'z tarkibida quyi undosh kelsa ular bir tovush bo'lib transkripsiya qilinadi va shunday talaffuz qilinadi. Masalan:*

Little [lɪtl]

Middle [mɪdl]

Bottle [bɒtl]

sorry [sɔɪ]

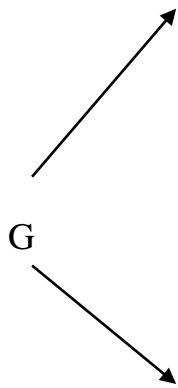
there are such consonant letters which make two sounds they are:

c [s, k] g [g, j] s [s] x []

c → [s] before e,i,y vowels
Ceiling [sɪ:lɪŋ]
cigar [sɪgɑ:]
cycle [saɪkl]

[k] before a,o,u
Cat [kæt]
Come [kʌm]

Cut [kʌt]
 3) before all consonants
 clock [klɒk]
 pick [pɪk]
 clouds [klaʊd]



[g] 1) before all consonants:

Green [grɪ:n] glad [glæd]
 2) before vowels a,o,u :
 Game [geɪm]
 Go [gou] gun [gʌn]

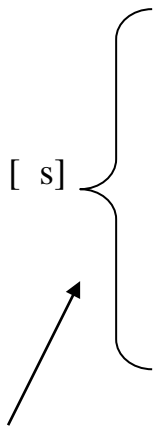
3) at the end of the word :
 Dig [dɪg] pig [pɪg]
 Frog [frɒg] flag [flæg]

[ʒ] 1) between 2 vowels:

Age [eɪdʒ] page [peɪdʒ]
 Engage [ɪnɡeɪdʒ]

2) before vowels e,i,y :

German [dʒə:mən] gymnastics [dʒɪmnæstɪks]
 giraffe [dʒɪrɑ:f]



1) at the beginning of the word before vowels and consonants:

some [sʌm] street [stri:t]

2) in the middle of the word before voiceless consonants:

must [mʌst] task [tɑ:sk]

3) at the end of the word after the voiceless consonants

steps [steps] cats [kæts]

1) at the end of the word after vowels:

Sofas [sɒfəz]

2) at the end of the word after voiced consonants

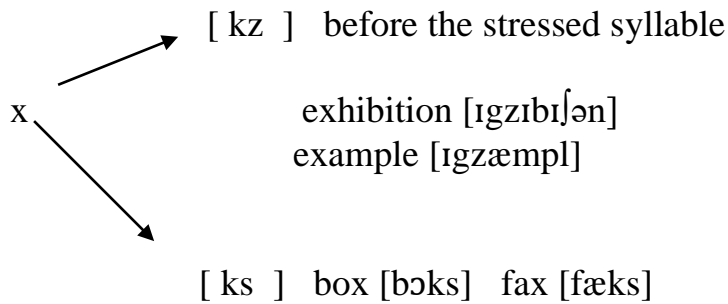
dogs [dɒgz] beds [bedz]

3) at the end of the word after sonorants :

Balls [bɔ:lz] pens [penz]

4) between 2 vowels:

Busy [bɪ:zɪ] easy [i:zɪ]



Theme: Classification of consonants according to the degree of noise

Aim : to give information about voiced and voiceless consonants

Plan:

The org. moment

- a) greeting
- b) duty's report
- c) talking about weather and news
- d) checking up home tasks

The main part of the lesson

All English consonants are classified according to the following principles :

- 1) according to the degree of noise
- 2) according to the place of articulation
- 3) according to the manner of articulation

According to the degree of noise we distinguish 2 types of consonants:

1. noise consonants
2. sonorants

according to the work of vocal cords noise consonants are also divided into:

- a) voiced consonants
- b) voiceless consonants

voiced – if in producing of some consonant sounds vocal chords are trembled we may call them voiced consonants. Every voiced consonant sounds have their voiceless pairs:

- [b, p] - [buk] [beɪbɪ] [blæk] [pen] [paɪp] [pɪ:pl]
- [d, t] - [dæd] [dɔɪfɪn] [deɪ] [teɪbl] [tɔɪ] [tɪ:ʃə]
- [g, k] - [gə:l] [geɪm] [gɑ:gɪ] [klɒk] [kætʃ] [kɪk]
- [z, s] - [zɪrəu] [zɪbrə] [sɪ:zn] [sɪstəm] [sɪnənɪm]
- [ð, θ] - [ðæt] [ðɪs] [ðeɪ] [θɪətə] [θɪŋk] [θɔ:t]
- [v, f] - [vɪlɪdʒ] [vauwəl] [felou] [fɪfɪ:n] [feɪs]
- [dʒ, tʃ] - [dʒʌdʒmənt] [dʒɪrɑ:f] [tʃɪldrən] [tʃeɪndʒ]
- [ʒ, ʃ] - [trezə] [plezə] [leɪzə] [ʃeɪm] [ʃeɪk] [ʃɒp]

Consolidation: giving examples using voiced and voiceless pairs.

Transcribe the text and find out voiced and voiceless consonants

My working day

My working day begins early. I usually get up at 6 o'clock in the morning. I air my room, do my exercises and make my bed. Then I clean my teeth, wash, dress and comb my hair at half past 7. I am ready to have breakfast. Then I put on my hat and take my bag and go to the institute. I usually go to the institute on foot. It takes me 15 minutes to get there, because we live not far from the institute.

Marking:

The end of the lesson: so students, is your home task clear, have you any questions? Our lesson is over good bye.

II semestr

Lesson 1. Consonants and its definition. Classification of consonants according to the place of articulation.

Module: Communicative phonetics

Topic: Consonants and its definition. Classification of consonants according to the place of articulation

Time: 80 minutes

Aim: a) to introduce students with the classification of consonants
b) to explain the place of articulation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Theme: Classification of consonants according to the place of articulation

Aim: to form students' phonetic pronunciation

Plan:

The org. moment

- a) greeting
- b) duty's report
- c) talking about weather
- d) checking up home tasks

The main part of the lesson

When we speak about the manner of articulation we mean the type of obstruction which can be noticed in producing consonants. And this obstruction may be complete and incomplete. According to the manner of articulation English consonants may fall into 4 group:

- 1) occlusive
- 2) constrictive
- 3) occlusive –constructive
- 4) rolled

Occlusive – if the air stream which comes out from the lung, meets a complete obstruction in the mouth cavity occlusive consonants are formed. They are [b][d][g][p][t][k] according to the work of vocal chords [b][d][g] are occlusive voiced [p][t][k] are occlusive voiceless consonants.

Constrictive – in producing of these consonants there is an incomplete obstruction in the mouth cavity. They are called fricatives too, because the air passage is constricted and the air goes out through with some friction. The English fricatives are : [f][v][s][z][θ][ð][h] [ʃ][ʒ]

According to the work of vocal chords [dʒ][tʃ] are constrictive voiced and are constrictive voiceless consonants.

Occlusive-constrictive – these consonants are produced with complete obstruction, but this obstruction is slowly released and the air goes out through the mouth with some friction. In modern English there are only two occlusive-constrictive consonants, they are: [tʃ][dʒ]

According to the work of vocal chords [dʒ] is occ-const. voiced and [tʃ] is occ.-const, voiceless consonant.

Consolidation: now students let's try to give examples acc.to these cons-ts

[b] bad [bæd] bilabial [baɪleɪbɪəl]

[g] girl [gɜ:l] guitar [gɪtɑ:]

[d] dad [dæd] danger [deɪndʒə]

[p] paper [peɪpə] pupil [pju:pl]

[t] text [tekst] tooth [tu:θ] table [teɪbl]

[k] kitchen [kɪtʃɪn] kind [kaɪnd]

[f] face [feɪs] fast [fɑ:st]

[s] system [sɪstəm] synonym [sɪnənɪm]

[t] teeth [ti:θ] theatre [θɪətə] thought [θɔ:t]

[ʃ] shelf [ʃelf] show [ʃəʊ] shake [ʃeɪk]

[h] honeysuckle [hʌnɪsʌkl] house [haʊs]

[v] vegetable [vedʒɪtəbl] visit [vɪzɪt]

[s] season [si:zn] palatalization [pælətəlaɪzeɪ](ə)n]

[ð] these [ðɪ:s] that [ðæt] those [ðəʊs]

[p] pleasure [pleʒə] measure [meʒə]

[tʃ] childhood [tʃaɪdhʊd] chance [tʃɑ:ns]

[dʒ] engage [ɪnɡeɪdʒ] college [kɒlɪdʒ]

Homework: transcribe the text and find out cons acc.to the manner of artn.

Ted liked sweets and ice-cream very much. That is why he didn't have all his teeth. Yesterday his last tooth fell out. But he was not sorry about that.

The end: now students is your home task clear?

Ok. Our lesson is over good bye. My kind regards to your family.

Lesson 2. Drill exercises

Module: Communicative phonetics

Topic: Drill exercises
80 minutes

Time: a) to introduce students with the classification of consonants

Aim: b) to explain the place of articulation

Material: Mark Hancock. English Pronunciation in Use Intermediate. -
Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips,
white board

Theme: Classification of consonants according to the place of articulation

Aim: to form students' phonetic pronunciation

Drilling Practice Materials for Consonants (AmE)

These materials can be used as additional phonetic exercises for practicing consonant sounds in short frequently used words. (You can listen to similar words in the section Phonetics.)

Consonant sounds

[p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [sh], [zh], [h], [ch], [j], [m], [n], [ŋ], [l], [r], [w], [y];

pen, be, ten, do, Kate, go, feel, very, thin, this, so, zoo, show, beige, he, cheese, just, me, no, sing, live, red, we, yes;

The sound [p] as in PEN

peel – piece – peer – pick – pin – pen – pair – pack – palm – part – pause – pour – port – pond – pool – pure – poor – put – pull – person – public – pay – pain – pie – pound – point – pole – post;

please – plenty – plan – plural – plug – play – split – splendid – splash – splurge;

pretty – press – practice – prune – pray – price – proud – prose – spring – spread – spray – sprout;

Speak – spin – spend – span – sport – spoon – space – spy – spoil – spoke;

paper – pepper – happen – happy – creepy – tipping – kept – napkin – apple – people – staple;

tap – nap – cup – lip – drop – trip – keep – help – soup – tape – ripe – rope – grasp – crisp;

The sound [b] as in BE

be – beat – beer – big – bit – best – bed – bare – bad – back – balm – bar – bore – boss – bought – boom – beauty – book – burn – burst – bus – bun – baby – buy – bound – boy – bone;

bleed – bless – black – block – blue – blur – blood – blame – blind – blow;

breed – bring – bread – brand – broad – brother – brain – break – bright – brown – broken;

habit – rabbit – ribbon – robber – robot – absent – number – able – terrible – rouble – gamble – tumble;

tab – lab – stub – rub – rib – rob – knob – Bob – robe – bulb;

The sound [t] as in TEN

team – tip – tell – tan – task – tar – tall – torn – taught – top – tool – tune – tour – took – turn – ton – take – time – town – toy – toe – tone;

treat – trip – trend – track – true – trust – train – trace – try – street – strong – struck – straight – strike – stroke;

steam – stick – step – stare – stand – star – store – stop – student – stir – stun – stable – style – stout – stone;

city – pity – kitten – total – potato – writer – later – better – little – rattle – title – twenty – mister – pizza;

set – meet – rate – write – part – coat – short – tact – draft – belt – point – spent – kept – last – taste – roast;

looked – stopped – laughed – passed – released – reached – washed;

The sound [d] as in DO

deep – deal – dear – dip – den – dare – Dan – dark – door – dog – do – duty – during – dirt – dull – day – die – down – don't;

dream – drink – drip – dress – drag – draw – drop – drew – drum – drain – dry –
drown – drone;

lady – hidden – admire – edition – Edward – heading – idle – riddle – cradle – handle
– bundle;

kid – did – read – ride – made – mad – add – odd – cord – heard – would – could –
send – kind – wind – round;

played – studied – called – bored – lived – turned – managed – hated – started –
needed – ended;

Lesson 3. Consonants and its definition. Classification of consonants according to the place of articulation.

Module: Communicative phonetics

Topic: Consonants and its definition. Classification of consonants according to the place of articulation

Time: 80 minutes

Aim: a) to introduce students with the classification of consonants
b) to explain the place of articulation

Material:

Mark Hancock. English Pronunciation in Use Intermediate. -

Aids: Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Theme: Classification of consonants according to the manner of articulation.

Aim: to improve students' pronunciation.

Plan:

The org.moment

- a) greeting
- b) duty's report
- c) talking about weather
- d) checking up home tasks

The main part of the lesson:

According to this principal all consonant sounds are divided into 3 groups:

They are: labial, lingual and glottal consonants

I. Labial consonants consists of:

- e) bilabial
- f) labio-dental

a) bilabial consonants are formed by the help upper and lower lips, they are: [p] [b]

b) labio-dental consonants are formed by the help of upper teeth and lower lips, they are: [f] [v]

II. Lingual consonants are also consist of 3 groups: they are:

1. fore lingual
2. medio lingual [j]
3. back lingual [k] [g] [ŋ]

1) fore lingual consonants are divided into 4 types:

- a) inter dental [θ] [ð]
 - b) past alveolar [r]
 - c) alveolar [t] [d] [s] [z] [n] [l]
 - d) palato-alveolar [tʃ] [dʒ] [ʃ] [ʒ]
- a) **Interdental.** In producing of them front part of the tongue is between upper and lower teeth [θ] [ð]
- b) **Past alveolar.** In producing of them front part of the tongue in opposite to the back part of the alveolar. [r]
- c) **Alveolar.** In producing of them front part of the tongue is touched to the alveolar. [t] [d] [s] [z] [n] [l]
- d) **palato-alveolar.** In producing of them front part of the tongue is between palate and alveolar [tʃ] [dʒ] [ʃ] [ʒ]

2) Back lingual consonants are: [k] [g] [ŋ]

In producing of them back part of the tongue is opposite to the back part of the palate.

3) There in only one medio-lingual consonant it is [j] in producing of them this consonant control part of the tongue is touched to the central part of the palate.

III. There is only one glottal consonant, it is [h]. It is formed in the glottis

Consolidation: giving examples using all consonants.

- [p] - pen [pen] picture [pɪktʃə] people [pi:pl]
- [b] - book [buk] bag [bæg] balcony [bælkəni]
- [m] - moon [mu:n] man [mæn] member [membə]
- [w] - window [windou] white [wait] we [wi:]
- [v] - village [vɪlɪdʒ] volley ball [vɒleɪbɔ:l]
- [f] - future [fju:tʃə] four [fɔ:]
- [k] - cook [kuk] country [kʌntri] cat [kæt]
- [g] - garden [gɑ:dn] green [grɪ:n] grey [greɪ]
- [ŋ] - morning [mɔ:nɪŋ] think [θɪŋk] pink [pɪŋk]
- [j] - yellow [jelou] yard [jɑ:d] yes [jes]
- [ð] - they [ðeɪ] weather [weðə] their [ðeə]
- [θ] - theme [θɪ:m] think [θɪŋk] theatre [θiətə]
- [r] - room [rum] round [raund] role [roul]
- [t] - teacher [tri:tʃə] ten [ten] take [teɪk]
- [d] - dinner [dɪnə] door [dɔ:] dear [dɪə]
- [s] - summer [sʌmə] synonym [sɪnənɪm]
- [ɪ] - easy [i:zi] lasy [lezi] busy [bɪzi]
- [n] - nine [naɪn] name [neɪm] noon [nu:n]
- [l] - little [lɪtl] like [laɪk] lady [leɪdi]

[tʃ] – children [tʃɪldrən] chess [tʃes]
[dʒ] – engage [ɪnɡeɪdʒ] gymnastics [dʒɪmnæstɪks]
[ʃ] – shame [ʃeɪm] shake [ʃeɪk] she [ʃi:]
[ʒ] – usually [juːʒuəli] treasure [treɪzə]

Homework: transcribe the text “the best time of the year” and explain consonants reading rules

Marking:

The end: so students, our lesson is over you may go out good bye.

Lesson 4. Drill exercises

Module: Communicative phonetics

Topic: Drill exercises
80 minutes

Time: a) to introduce students with the classification of consonants

Aim: b) to explain the place of articulation

Material: Mark Hancock. English Pronunciation in Use Intermediate. -
Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips,
white board

Theme: Classification of consonants according to the place of articulation

Aim: to form students’ phonetic pronunciation

Drilling Practice Materials for Consonants (AmE)

These materials can be used as additional phonetic exercises for practicing consonant sounds in short frequently used words. (You can listen to similar words in the section Phonetics.)

The sound [k] as in KATE

keen – keep – kill – kiss – Ken – chemistry – can – cap – calm – car – call – corn –
cool – cute – cook – curse – come – Kate – case – kind – coast – cone;

clean – clear – click – class – clue – clerk – club – claim – climb – cloud – clown –
close;

cream – critical – credit – crash – crawl – cruise – crush – crazy – cry – crowd – scream – scratch – scrape;

fact – active – action – token – lecture – awkward – Arctic – mechanics – archive – miracle;

[sk] scan – scale – scare – score – school – scope – escape – skate – ski – skin – skirt – skunk – sky;

[k] account – accommodate – according – accumulate – accuse – occur;

[ks] access – accent – accept – succeed;

[ks] fix – relax – maximum – axis – excellent – exceed – except – excess – exchange – explain – explore;

[ksk] exclaim – exclude – excuse – excursion;

[kw] question – quite – quick – queen – quality – equal – require – request;

cake – took – walk – talk – dark – oak – rack – pick – panic – magic – unique – bank – link – risk – task;

The sound [g] as in GO

give – gift – get – guess – gas – gap – guard – gorge – gone – goose – good – girl – gun – gust – game – guy – guide – go – gold;

glimpse – glare – glance – glamor – glue – gloomy – glum – glide – global – glow;

green – grip – grab – grasp – grew – groom – great – ground – grow;

begin – again – ago – legal – eager – beggar – regular – ignore – ugly – giggle – eagle – struggle – single – anger – hungry;

[gw] language – linguist – Guatemala – Gwen;

[gz] exist – exert – exam – exact – exhibit;

big – bag – dog – leg – egg – rug – dialogue – vague – vogue;

The sound [f] as in FEEL

feel – feed – fear – fit – finish – fell – fed – fair – fast – far – four – form – fond – food – few – full – foot – fur – firm – fun – fame – fate – final – find – found – phone – photo;

flick – flesh – flag – floor – floss – flew – flu – flirt – flame – fly – flight – Floyd – flown;

free – freeze – frigid – friend – fresh – fragile – fraud – frog – fruit – frame – phrase
– fry – frown – froze;

office – offer – often – suffer – effect – coffee – muffin – defend – after – left – drift
– soft;

if – life – safe – loaf – half – deaf – stiff – staff – cuff – rough – tough – enough –
laugh;

The sound [v] as in VERY

veal – vivid – vet – very – variant – vast – vault – verb – vein – vague – vine – vital –
vouch – voice – void – vote;

even – evil – fever – eleven – event – level – lever – ever – every – invest – review –
prevail – prevent – provoke;

leave – give – live – active – love – move – brave – groove – stove – curve;

The sound [θ] as in THIN

theme – thief – theater – theory – thin – thick – thing – think – therapy – thank –
thorn – thought – third – thirty – thirsty – thermometer – Thursday – thoroughly –
thumb – thunder – thousand;

three – thrifty – thrill – thread – threat – throb – through – threw – thrust – thrive –
throw – throat – throne;

method – author – lethal – anything – everything – nothing – diphthong – without –
sympathy;

breath – bath – path – booth – tooth – teeth – truth – north – cloth – moth – earth –
birth – faith – south – both – growth;

health – wealth – length – strength – width – fifth – sixth – thirteenth – thirtieth –
with;

The sound [ð] as in THIS

these – this – then – them – their – there – that – than – the – they – those – though;

other – mother – father – brother – leather – feather – weather – whether – together –
gather – either – neither – further;

although – without – southern – northern – rhythm – clothes;

breathe – bathe – soothe – smooth – clothe – with;

The sound [s] as in SO

seem – seen – sin – simple – city – send – center – sad – sack – saw – sore – song – soon – suit – sir – certain – sun – suck – save – sail – side – sign – sound – sour – so – soul;

lesson – listen – associate – society – privacy – agency – test – waste;

sleep – slope – smell – smile – snake – snow – speak – span – split – splash – spray – spring – stay – stone – strain – stripe – sweet – swim;

[sk] scale – scare – escape – scatter – score – school – scoundrel – screen – scrub – skate – skin – sky;

[s] scene – scent – science – scissors – scythe – miscellaneous;

[ks] accent – access – accept – except – excess – explain – relax – fix – mix;

kiss – pass – advice – nice – notice – release – increase – reduce – use (n.) – loose – rinse – since – chance;

looks – takes – asks – stops – keeps – types – laughs – coughs – fits – hates – tests – insists;

The sound [z] as in ZOO

zebra – zero – zip – zigzag – zest – zap – zoo – zoom – zone;

music – reason – poison – present – dozen – citizen – horizon – razor – resign – resist – busy – crazy – lazy – puzzle – sizzle – dazzle – realism – idealism – capitalism – socialism;

[gz] exist – exert – exam – exact – exhibit;

lose – choose – use (v.) – rose – those – wise – always – advise – surprise – organize – quiz – jazz;

is – does – has – pays – runs – teams – finds – tells – rubs – lives – classes – loses – changes – fixes;

Lesson 5. Classification of consonants according to the degree of noise

Module: Communicative phonetics

Topic: Classification of the consonants according to the degree of noise
80 minutes

Time: a) to introduce students with the classification of consonants

Aim: b) to explain the place of articulation

Material: Mark Hancock. English Pronunciation in Use Intermediate. -
Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips,
white board

Theme: Classification of consonants according to the place of articulation

Aim: to form students' phonetic pronunciation

CLASSIFICATION OF CONSONANTS.

There are 26 letters in English alphabet and they make 44 sounds: 6 vowels make 20 vowel sounds and 20 consonant letters make 24 consonants sounds.

How are the English consonants formed?

If the air stream which comes out from the lung meets an obstruction in the mouth cavity the English consonants are formed. Consonants are classified to the following principles:

- 1) Classification of consonants according to the degree of noise
- 2) Classification of consonants according to the place of articulation
- 3) Classification of consonants according to the manner of articulation

CLASSIFICATION OF CONSONANTS ACCORDING TO THE DEGREE OF NOISE.

According to the degree of noise we distinguish two types of consonants: noise consonants and sonorants. According to the work of vocal chords noise consonants are divided in to two groups. They are voiced and voiceless consonants. The voiced consonants in English are [b] [d] [g] [v] [z] [dʒ] [ʒ] [ð] and the voiceless consonants are [p] [t] [k] [f] [s] [tʃ] [ʃ] [θ]

[b] = baby, bacon, ball

[d] = dad, day, diamond

[g] = game, garden, gargle

[v] = village, view, vine

[z] = zebra, season, easy

[ð] = they, them, that

[ʒ] = pleasure, treasure

[dʒ] = age, gymnastic

[p] = pick, paper, pipe

[t] = teacher, talk, today

[k] = kick, clock, class

[f] = flower, few, fish

[s] = same, summer,

[θ] = thing, theatre, theme

[ʃ] = shape, shine, she

[tʃ] = children, change, cheep

[h] = home, hate, hedgehog

Classification of English Noise Consonants According to the Degree of Noise

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

Weak noise consonants are: the English [b], [d], [g], [v], [ð], [z], [ʒ], [dʒ]. English phoneticians call the weak consonants lenis and the strong noise consonants fortis.

B. Sonorants (or sonorous consonants) are made with **tone** prevailing over noise because of a rather wide air passage. They are: the English [m], [n], [ŋ], [w], [l], [r], [j]; the Ukrainian [м, м', н, н', л, л', р, р'].

Sonorants are produced with the tone that prevails over the noise, because in their producing there is a wide air passage. And the air goes out through this air passage. The English sonorants are:

[m] [n] [ŋ] [l] [r] [j] [w]

According to the manner of articulation sonorants may also be occlusive and constrictive.

The occlusive sonorants are [m] [n] [ŋ] and the constructive sonorants are: [l] [r] [j] [w]

In producing occlusive sonorants there is a complete obstruction to but here the air goes out through the noise. So they are called occlusive nasal sonorants.

Besides that [l] [m] [n] are called syllabic sounds, because they can make a syllable without vowel sounds for example: table [teɪbl]

season [si:zn]

reason [ri:zn]

Talaffuzda shovqindan ko'ra ovoz kuchli bo'lgan tovushlar sonorlar deyiladi. Shu bilan birga sonorlarni burun tovushlari ham deyiladi, chunki sonorlarini talaffuz qilishda havo oqimining ma'lum bir qismi burun tovushi orqali chiqadi.

Consolidation: giving examples using sonorants

[m]

[n]

[ŋ]

[l]

[

Lesson 6. Drill exercises

Module: Communicative phonetics

Topic: Drill exercises

80 minutes

Time: a) to introduce students with the classification of consonants

Aim: b) to explain the place of articulation

Material: Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Theme: Classification of consonants according to the place of articulation

Aim: By asking students to repeatedly read a selected text or story while simultaneously listening to a text or a story, you can help them

- improve reading fluency
- improve pronunciation
- improve automatic word recognition

Try the online quiz, reading, listening, and activities on grammar, spelling and vocabulary for this lesson on **Job Interviews**. Click on the links above or see the activities below this article:

READ

Job interviews are always hit and miss for me. Sometimes I have a great interview and get the job. Other times, my interview bombs and I don't get the job. It's really important to prepare. You must also be confident and make sure the interviewer knows you really want the job. The trick is to make the interviewer think you are the best person for the job. I always wear my best suit and arrive early. I always smile when I walk into the interview room. First impressions are very important. It's also a good idea to talk about your experiences - sell yourself. Make sure you have a few good questions to ask at the end of the interview. Interview technique is something we learn over time – you get to relax more the more interviews you have.

[Listen A Minute: English Listening Lesson on Job Interviews](https://listenaminute.com/j/job_interviews.html)
https://listenaminute.com/j/job_interviews.html

LISTENING GAP FILL

Job interviews are always _____ for me. Sometimes I have a great interview and get the job. Other times, my interview _____ I don't get the job. It's really important _____. You must also be confident and _____ the interviewer knows you really want the job. The _____ make the interviewer think you are _____ for the job. I always wear my best suit and _____. I always smile when I walk into the interview room. First _____ very important. It's also a good idea to talk about your experiences - _____. Make sure you have a few good questions to ask at the end of the interview. Interview technique is something we learn over time – you _____ more the more interviews you have.

CORRECT THE SPELLING

Job interviews are always hit and smsi for me. Sometimes I have a great interview and get the job. Other times, my interview ombbs and I don't get the job. It's really important to raeeppr. You must also be onticndef and make sure the interviewer knows you really want the job. The cirkt is to make the interviewer think you are the best person for the job. I always wear my best suit and riaevr early. I always ieslm when I walk into the interview room. First impressions are very important. It's also a good idea to talk about your experiences - sell yourself. Make sure you have a few good touinssqe to ask at the end of the interview. Interview eueqhitnc is something we learn over time – you get to xerla more the more interviews you have.

UNJUMBLE THE WORDS

Job interviews hit miss me always and for are. Sometimes I have a great interview and get the job. Other times, bombs interview my don't I and get the job. really prepare important It's to. You must also be confident and make sure the interviewer knows you really want the job. the The is make interviewer trick to think you are the best person for the job. I always wear my best suit and arrive early. when smile always I walk I into the interview room. First impressions are very important. a idea talk also good to It's about your experiences - sell yourself. Make sure you have a few questions ask the good to at

end of the interview. Interview technique is something we learn over time – you get to more you relax the interviews have more.

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1 _____
 . —
 2 _____
 . —

STUDENT B's QUESTIONS (Do not show these to student A)

1 _____
 . —
 2 _____
 . —

STUDENT JOB INTERVIEWS SURVEY

Write five GOOD questions about job interviews in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITING

Write about job interviews for 10 minutes. Show your partner your paper. Correct each other's work.

Lesson 7. Sonorants

Module: Communicative phonetics

Topic: Sonorants
80 minutes

Time: a) to introduce students with practice of sonorants

Aim: b) to explain the sonorants

Material: Mark Hancock. English Pronunciation in Use Intermediate. - Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Sonorants

Sonorant consonants are like vowels in a number of respects. For one thing, like vowels, sonorants are pronounced with a **relatively free** escape of the airstream through the oral or nasal cavity. Second, they are normally voiced, just like vowels. And third, they are pronounced without friction, again like vowels. As a result of these similarities, we can sing or hum sonorants much as we can vowels.

On the other hand, sonorant consonants share with obstruents the property of being marginal in the syllable: They occupy a position in the coda or the onset, as opposed to the syllable peak. Nevertheless, it is a noteworthy feature of GA sonorants that, like vowels, they can sometimes be in the peak of the syllable. This is typically the case in the final syllables of *button*, *bottle*, *banner* (/bʌtʌn, bɑ:təl, bænr/). Such sonorants are known as **syllabic consonants**. Within the class of sonorants, some are more 'consonantal' than others. **Nasals** share with stops the feature of having a complete oral closure: [n] has exactly the same oral closure as [t] and [d], and the oral closure for [m] is like that for [p] and [b], while that for [ŋ] is like the closure for [k] or [g]. Approximants (like [j, l, v]) are more vowel-like than nasals (they don't have a complete oral closure) but notice that when an approximant is devoiced after syllable-initial GA /p, t, k/ (**aspiration**), it has friction. This is because the open glottis lets through much more air than a vibrating glottis, and the airflow through the stricture for the approximant is much greater as a result.

Try the online quiz, reading, listening, and activities on grammar, spelling and vocabulary for this lesson on **Jokes**. Click on the links above or see the activities below this article:

READ

I love jokes. I could listen to people telling jokes all day. I laugh at even the silliest of jokes. In fact, I love silly jokes. I still laugh at the jokes I laughed at when I was a child. I'm not so good at telling jokes. I have just a few of my favourite ones that I tell. They're pretty funny. I think telling jokes is a real skill. You need confidence, timing and you need to know when to deliver the punch line. Some of my jokes don't work with people from other countries. They don't get them. It's also interesting to see how American and British jokes are different. I listen to American comedians but can't see what's funny. I also love practical jokes. Playing jokes on other people is very funny – as long as they see the funny side.

THE ACTIVITIES

LISTENING GAP FILL

_____. I could listen to people telling jokes all day. I laugh at even _____ jokes. In fact, I love silly jokes. I still laugh at the jokes I laughed at when I was a child. I'm _____ at telling jokes. I have just a few of my favourite ones that I tell. They're _____.

_____ I think telling jokes _____.

_____ You need confidence, timing and you need to know _____ the punch line. Some of my jokes don't work with people from other countries. They _____.

_____ It's also interesting to see how American and British jokes are different. I listen to American comedians but can't see _____. I also love practical jokes. Playing jokes _____ is very funny – as long as they see _____.

CORRECT THE SPELLING

I love jokes. I could Intesi to people telling jokes all day. I laugh at even the sstliile of jokes. In fact, I love silly jokes. I still laugh at the jokes I hgedlua at when I was a child. I'm not so good at ltlnige jokes. I have just a few of my favourite ones that I tell. They're etprty funny. I think telling jokes is a real skill. You need confidence, timing and you need to know when to vrdeeli the punch line. Some of my jokes don't work with people from other countries. They don't get them. It's also interesting to see how American and British jokes are retfndife. I listen to American ineodcmas but can't see what's funny. I also love acaptlcir jokes. Playing jokes on other people is very funny – as long as they see the nunfy side.

UNJUMBLE THE WORDS

I love jokes. could telling listen jokes to I people all day. I laugh at even the silliest of jokes. In fact, I love silly jokes. laugh still I laughed I jokes the at at when I was a child. at jokes not good telling

I'm so. I have just a few of my favourite ones that I tell. They're pretty funny. I think skill real a is jokes telling. You need confidence, timing and you need to know when to deliver the punch line. jokes my of Some work don't with people from other countries. They don't get them. It's also interesting to see how American are British different jokes and. I listen to American comedians but can't see what's funny. I also love practical jokes. people on Playing other jokes is very funny – funny the see they as long as side.

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1 _____

· _____

Lesson 8

Theme: mid-term 932589473

Module: Communicative phonetics

Topic: Mid term

Time: 80 minutes

Aim:
a) to introduce students with phonetics
b) to develop students knowledge on phonetics functions

Material:
1. Соколова М.А. и др. Практическая фонетика английского языка. - Москва, 1997.
2. Васильев В.А. English Phonetics. A Normative Course. -Moscow, 1980.
3. Abdurazizov A.A., Rahmonberdiyeva U.X., Qambarov N.M., Do'stabaeva D.A. Ingliz tili amaliy fonetikasi. – T., 1992.
4. Аракин В.Д. Практический курс английского языка под редакцией 1 курс, 2 курс, 3 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2001.
5. Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.

Aids Charts, laptop with speakers, audio recordings, handouts, video clips, white board

THE LESSON ON LEADERSHIP

Try the online quiz, reading, listening, and activities on grammar, spelling and vocabulary for this lesson on **Leadership**. Click on the links above or see the activities below this article:

READ

Leadership is a word we hear a lot nowadays. Every time we turn on the news we hear about how important leadership is. Especially strong leadership. American presidents often talk about the importance of leadership. I suppose they're right. It's important that someone takes responsibility and shows leadership. With the right leaders, we can achieve success. But not every leader shows leadership. In many countries around the world, there are corrupt leaders. They do not have good

leadership skills, they simply control people by fear. Good leadership is being respected by everyone and getting the job done. It's important to have good leadership in companies too, except many of the banks' leaders have not shown such good leadership.

THE ACTIVITIES

LISTENING GAP FILL

Leadership is a word _____ nowadays. Every time _____ news we hear about how important leadership is. Especially strong leadership. American presidents _____ the importance of leadership. I suppose they're right. It's important that someone takes responsibility and shows leadership. With the right leaders, we can _____. But not every leader shows leadership. In many countries around the world, there are _____. They do not have good leadership skills, they simply control people by fear. Good leadership is _____ by everyone and getting the job done. It's important to have good leadership in companies too, _____ the banks' leaders have not _____ leadership.

CORRECT THE SPELLING

Leadership is a word we hear a lot wsadyoan. Every time we turn on the news we hear about how important leadership is. Especially tnrgso leadership. American presidents often talk about the macirtneop of leadership. I suppose they're right. It's important that someone takes responsibility and swhos leadership. With the right leaders, we can achieve cucsess. But not every leader shows leadership. In many countries duonra the world, there are corrupt eseladr. They do not have good leadership skills, they simply looctrn people by fear. Good leadership is being respected by everyone and netggit the job done. It's important to have good leadership in companies too, cexpet many of the banks' leaders have not shown such good leadership.

UNJUMBLE THE WORDS

Leadership is a nowadays word hear lot a we. Every time we turn on the news we hear about how important leadership is. Especially strong leadership. American the about talk often presidents importance of leadership. I suppose they're right. It's important that someone takes and responsibility leadership shows. With the right leaders, we can achieve success. But not every leader shows leadership. many In world the around countries, there are corrupt leaders. They do not have good leadership skills, control simply they fear by people. Good everyone by respected being is leadership and getting the job done. good have to important It's leadership in companies too, except many of the banks' leaders have not good shown leadership such.

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1 _____

Lesson 9

Theme: practical reading rules of A+ll, LK, O+ST, WA, WA+R, -SION, -SSION, -TION, -TURE, -SURE, -GURE, -CIAL and their reading rules

Module: Communicative phonetics

Topic: A+ll, LK, O+ST, WA, WA+R, -SION, -SSION, -TION, -TURE, -

Time: SURE, -GURE, -CIAL and their reading rules 80 minutes

Aim:

a) to introduce students with phonetics

b) to develop students knowledge on phonetics functions

Material: 1. Соколова М.А. и др. Практическая фонетика английского языка. - Москва, 1997.

2. Васильев В.А. English Phonetics. A Normative Course. -Moscow, 1980.

3. Abduazizov A.A., Rahmonberdiyeva U.X., Qambarov N.M., Do'stbaeva D.A. Ingliz tili amaliy fonetikasi. – T., 1992.

4. Аракин В.Д. Практический курс английского языка под редакцией 1 курс, 2 курс, 3 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2001.

5. Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.

Aids

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

THE LESSON ON LEARNING

Try the online quiz, reading, listening, and activities on grammar, spelling and vocabulary for this lesson on **Learning**. Click on the links above or see the activities below this article:

READ

Learning is one of the most important things we do in life. It starts pretty much when we're born. In fact, many scientists say learning begins earlier. We listen to the outside sounds. This is when we first start learning a language. Our ears get used to the different patterns of intonation. Learning is a lifelong process. We spend our childhood years doing nothing but learning. We learn a language before we are two. We learn how to play and do all the everyday things people do. Most people think learning only begins at school. I'm not sure about this. Are we really learning, or are we just memorizing things? I think a lot of learning happens outside school. We learn more from our hobbies and interests than what we learn from school books.

THE ACTIVITIES

LISTENING GAP FILL

Learning is _____ important things we do in life. It starts _____ we're born. In fact, many scientists say learning begins earlier. We listen to the outside sounds. This is when _____ learning a language. Our ears _____ different patterns of intonation. Learning is a lifelong process. We spend our childhood years doing nothing but learning. We learn a language before we are two. We learn how to play and do _____ things people do. Most people think learning _____ school. I'm not sure about this. Are we really learning, or are we just memorizing things? I _____ learning happens outside school. We learn more from our hobbies and interests _____ learn from school books.

CORRECT THE SPELLING

Learning is one of the most aitnopmrt things we do in life. It starts yrtpte much when we're born. In fact, many scientists say learning begins arileer. We listen to the outside sounds. This is when we first start learning a aegnalug. Our ears get used to the different npttsera of intonation. Learning is a lifelong cpeossr. We spend our childhood years doing thnnogi but learning. We learn a language before we are two. We learn how to play and do all the erayevdy things people do. Most people think learning only begins at school. I'm not sure about this. Are we really learning, or are we just memorizing gtnshi? I think a lot of learning happens outside

school. We learn more from our hobbies and nttseeirs than what we learn from school books.

UNJUMBLE THE WORDS

Learning is of one things important most the we do in life. It starts we're much born when pretty. In fact, many scientists say learning begins earlier. We listen to the outside sounds. learning we This first is start when a language. Our ears get used to the different patterns of intonation. Learning lifelong is process a. We spend our childhood years doing nothing but learning. We learn a language before we are two. We learn how to play and do do all the everyday things people. Most people think learning only begins at school. I'm not sure about this. Are we really learning, memorizing things or are we just? I think a of happens school lot learning outside. We learn more our and than from hobbies interests what we learn from school books.

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1 _____

· _____

Lesson 10

Theme: Aspiration, palatalization, assimilation

Module: Communicative phonetics

Topic: Aspiration, palatalization, assimilation

Time: 80 minutes

Aim: a) to introduce students with phonetics
b) to develop students knowledge on phonetics functions

Material: 1. Соколова М.А. и др. Практическая фонетика английского языка. - Москва, 1997.

2. Васильев В.А. English Phonetics. A Normative Course. -Moscow, 1980.

3. Abduazizov A.A., Rahmonberdiyeva U.X., Qambarov N.M., Do'stabaeva D.A. Ingliz tili amaliy fonetikasi. – T., 1992.

4. Аракин В.Д. Практический курс английского языка под редакцией 1 курс, 2 курс, 3 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2001.

5. Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.

Aids

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

The main part of the lesson

What is palatalization?

Palatalization has latin origin it is taken from the word “platum” that means “hard palate”

So, palatalization is the softening of consonants. It is not characteristic feature of English consonants.

Undosh tovushglarni til oldi unli tovushlarini ta'siri bilan yumshoq talaffuz etilishi palatalizatsiya deyiladi.

Palatalizatsiya grekcha so'zdan olingan bo'lib “palatum” ya'ni “qattiq tanlay” demakdir. Undosh tovushning o'zidan keyin kelgan unli tovush ta'sirida tilning yuqori ko'tarilishi natijasida yumshoqlashuvi palatalizatsiya deyiladi. Lekin L hafi bundan mustasno.

Palatalizatsiya- bu o'zbek va ko'proq rus tillariga xos hodisa bo'lib ingliz tilida bunga yo'l qo'ymasligimiz kerak, lekin interferensiya (teskari ta'sir) hodisasi tufayli biz ingliz tilidagi ba'zi harflarni yumshoqlashtirib yuboramiz.

Masalan: twinkle- k

Like- k

Go – go

Garden – g

Will you – w, e

Palatalization is a reversible action to utter or change into a palatal sound. In phonetics, palatalization, additionally, palatalization, may allude to two distinct cycles by which a sound. a consonant comes to be delivered with the tongue in a situation in the mouth close to the sense of taste. In depicting the phonetics of a current language, a palatalized consonant is one articulated with a palatal optional explanation. This implies that the consonant is articulated as though followed intently by the phonetics sound. In the Polish word *kiedy*, the letters *ki* address a palatalized showed in IPA documentation as, with a superscript “j”.

This sound is like the blend of “k” and “y” in English “bless your heart”. The significance of palatalization is experienced in recorded etymology and alludes to a sound change wherein a consonant’s place of enunciation turns out. This change is regularly set off by an after a sound or a front vowel. In Italian, before the front vowels *e* and *i*, the letter *c*, has come to be articulated as the palato-alveolar consonant, similar to English “ch”.

What is Palatalization?

The term ‘palatalization’ refers to a phonological process in which consonants receive a second palatal expression, or change their primary position toward or approaching the palatal region.

Palatalization is a type of consonant-vowel connection.

Palatalization usually refers to two conditions:

- 1- As a process or process effect, the effect of the front vowels and palatal approximately / j / are often absent in consonants;
- 2- As a phonetic definition, the second pronunciation of the consonant in which the body of the tongue is raised with a strong palate. At the time of the consonant pronunciation, Such consonants are born by telephone, and in the International Phonetic Alphabet (IPA) they are indicated by the letter / j /, such as / tʃ / or / tʃ / for birth / t /.

The second may be the first result, but it is often different. The vowel can “pour” consonant (concept 1), but the result may not be the consonant used in the phonetic sense (concept 2), or the phonetic consonant (concept 2) consonant may appear regardless of the previous vowel.

Examples of Palatalization

Congenital consonants are pronounced in the second palatal sense, making the consonant sound seem to be followed by the “y” sound – similar to the English word “pure.” With the consonants born, the language medium is elevated to the palate, during, and after the consonant definition. Palatalization occurs in English, as t-sound becomes ch-sounds, for example, in detection. Names like the product called products but not pro-jus, a tube is called tub but not chub.

What is aspiration?

A strong puff of breath in a voiceless interval after the explosion (portlash) of [p,t,k] before a vowel is called aspiration.

There are 2 types of aspiration:

1. strong- it is very strong before long vowel and diphthongs
2. weak- it is weaker before a short vowel

[p,t,k] undosah tovushlaridan keyin unlilarning kelishi aspiratsiya detyiladi.

U 2 xil bo'ladi:

1. *yumshoq – [p,t,k] undoshlaridan keyin qisqa unlilar (monoftonglar) kelsa yumshoq aspiratsiya bo'ladi, chunki bu holda [p,t,k] yumshoq talaffuz etiladi.*
2. *qattiq – [p,t,k] undoshlaridan keyin diftonglar va cho'ziq unlilar kelsa qattiq aspiratsiya sodir bo'ladi, chunki bu holda [p,t,k] undoshlari qattiq talaffuz etiladi.*

Assimilation is the alteration of speech sounds under the influence of neighbouring sounds. It is the Latin word “ad-similatio”. Here under the influence of the following [s] the phoneme [d] is changed to [s] “assimilation”

Assimilation exists in every language, but it has specific phonetic structures and features in every language.

2 types of assimilation are distinguished:

3. Progressive: dog-dogs
cat-cats
4. Regressive: cupboard

Progressive assimilation exists when the following sound is changed under the influence of the preceding sound.

Regressive assimilation exists when the following sound influences on the pronunciation of the preceding sound.

In Uzbek in the word “утди” [д] changes into [т] (утди-утти) under the influence of the preceding [т].

Lesson 11. Listening to connected speech

Module: Communicative phonetics

Topic: Listening to connected speech

Time: 80 minutes

Aim: a) To motivate students on the new theme

Material: Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

In linguistics **connected speech** or **connected discourse** is a continuous sequence of sounds forming utterance or conversations in spoken language. Analysis of connected speech shows sound changes affecting linguistic units traditionally described as phrases, words, lexemes, morphemes, syllables, phonemes or phones. The

words that are modified by those rules will sound differently in connected speech than in citation form canonical form or isolation form

One of the characteristics of connected speech is the deletion or clipping of sounds that occurs when words run together. For example, "want to" can become "wanna", "going to" can become "gonna", "rock and roll" can become "rock 'n' roll", and "them" can become "'em" or "'dem" in connected speech.

One of the most effective ways to sound more natural in English is to become aware of how native speakers use connected speech.

In addition, being aware of connected speech will also improve your listening skills.

When we speak naturally, our words can have an effect on each other. For example, we don't always pronounce each word separately, with the result that this can make it difficult to listen to some native speakers.

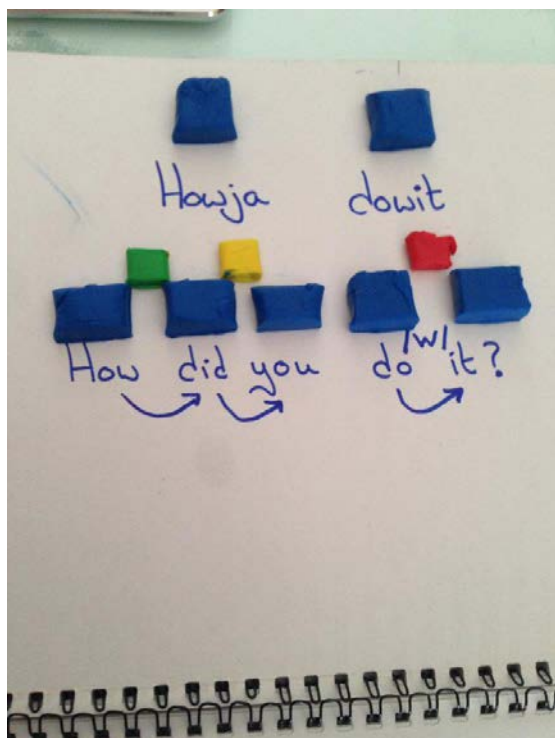
• **Catenation or Linking** - Linking happens when the end of one word connects to another word. For example, "He's holding an egg.", will sound like "He's holding **anegg**."

• **Intrusion** - Intrusion happens when another sound inserts itself between two other sounds. For example, "I think law and order is very important.", will sound like "I think law-**r-and** order is very important."

• **Elision** - Elision is the opposite of intrusion because it is when a sound disappears. For example, "I prefer steamed potatoes.", will sound like "I prefer **steampotatoes**."

• **Assimilation** - Assimilation happens when two sounds join together and create a new sound. For example, "Don't you want me?", will sound like "Don't **chew** want me?"

• **Gemination** - Gemination are two sounds that are next to each other. For example, "He looks sad.", will sound like "He lookssad."



Many learners are used to sympathetic teachers talking clearly and emphatically. They often focus on how the individual word sounds and this problem becomes worse the more removed their language is from English.

Once words are used in a natural rapid-fire sentence, this dependence on how individual words sound causes big problems. Some sounds disappear, some sounds are added and others seem to join together.

1. **Weakening of Vowels**

Many vowels that were previously stressed in isolated words become weakened and are replaced by the 'schwa'.

Example:

What are you doing? The 'you' changes from /ju:/ to /jə/.

2. **Elision**

Some sounds disappear altogether when said in a sentence. For example, you might teach your students that 'probably' sounds like /prɒlɪ/ when it appears in a natural sentence.

It is also common for the /t/ sound to disappear from the end of words. For example, /neks/ instead of /nekst/ in the phrase 'I'll see you next week'.

A lot of pronunciation is about efficiency and speakers often modify their pronunciation in order to save effort.

Example:

'Ten bikes' sounds like 'tem bikes'. Say both. Which is easier to say?

4. **Catenation**

When the last **sound** of a word is a consonant and the next **sound** is a vowel, they link. Think about how you would naturally say this sentence:

Is it a boy or a girl?

'Is', 'it' and 'a' will all link; as will 'or' and 'a'.

5. **Intrusion**

When the last **sound** of a word is a vowel and the next **sound** is also a vowel, we often add an extra sound which may be either **/j/**, **/w/** or **/r/**.

For example:

Law(**r**)and order.

I looked at six of the most popular IELTS textbooks from four of the main publishers. Four of these books specialised in teaching students listening skills. Wouldn't you expect them to deal with connected speech? Only one had a very small section on it and merely one exercise. Both general books dealt with it, but only within the context of speaking.

Most of the tasks in IELTS books focus on pre-listening skills. Course books seem obsessed with activating schema and asking the students to predict what they are going to hear. Although these are worthwhile things to do, if no post-listening work is done we are simply testing listening, rather than developing it.

Lesson 12. Intonation . Speech units and grammar

Module:	Communicative phonetics
Topic:	Intonation . Speech units and grammar
Time:	80 minutes
Aim:	a) to develop students speaking skills and intonation patterns b)to learn important features relating to intonation c) to explain students how to pronounce correctly and natural
Material:	1. Соколова М.А. и др. Практическая фонетика английского языка. - Москва, 1997. 2. Васильев В.А. English Phonetics. A Normative Course. -Moscow, 1980. 3. Abduazizov A.A., Rahmonberdiyeva U.X., Qambarov N.M., Do‘stbabaeva D.A. Ingliz tili amaliy fonetikasi. – T., 1992. 4. Аракин В.Д. Практический курс английского языка под редакцией 1 курс, 2 курс, 3 курс. - М.: Гуманит. изд. центр ВЛАДОС, 2001. 5. Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Intonation in phonetics, the melodic pattern of an utterance. It conveys differences of expressive meaning (e.g., surprise, anger, or delight), and it can also serve a grammatical function. Intonation is primarily a matter of variation in the pitch of the voice. In such languages as English, it is often accompanied by stress and rhythm to produce meaning.

Tone is also a form of pitch modulation, but the term describes the use of pitch to differentiate words and grammatical categories.) In many languages, including English, intonation distinguishes one type of phrase or sentence from another. The different intonations a person can use to say, “The cup of water is over there” demonstrate this grammatical function: when a person begins with a medium pitch and ends with a lower one (falling intonation), this sentence is a simple assertion, but when a person uses a rising intonation (high final pitch), it is a question. Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

Where’s the nearest post-office?

What time does the film finish?

We also use falling intonation when we say something definite, or when we want to be very clear about something:

I think we are completely lost.

OK, here’s the magazine you wanted.

Rising intonation Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:

I hear the Health Centre is expanding. So, is that the new doctor?

Are you thirsty?

Fall-rise intonation

Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

I don’t support any football team at the moment. (but I may change my mind in future).

It rained every day in the first week. (but things improved after that).

We use fall-rise intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

Is this your camera?

Would you like another coffee?

The smallest units of sound that make up a language are called **phonemes**. For example, the word “that” contains three phonemes the “th” represents one phoneme /θ/, the “a” maps to the short a sound /ă/, and the “t” to its basic sound /t/.

The main parts of the grammar we are concerned with in this module are the parts or constituents of the sentence: clauses, phrases, groups, words and morphemes. Constituency is the compositional structure of language. It is a form of order in language, where higher units are made up out of smaller ones. For example, a clause is made up of smaller units like phrases and groups, which are in turn made up of words. The hierarchy of units is called a rank scale and each step in the hierarchy is one rank. The lexicogrammatical ranks are:

- clause
- phrase / group – constituents of a clause
- word – constituents of a phrase or group
- morpheme – constituents of a word. They are ordered from highest to lowest with clause as the highest rank to morpheme as the lowest rank

Although the clause is the highest grammatical rank, it may combine with a second or more clauses to form a clause-complex. Note that a sentence and a clause-complex are not necessarily the same since a sentence may consist of one clause only, or several clauses. The following sentence, for instance, contains two clauses

Lesson 13. Tones . Rising and falling tones .

Module: Communicative phonetics

Topic: Rising and falling tones

Time: 80 minut

Aim:
a) to develop student's speaking abilities
b) to acquire knowledge about rising and falling tones
c) to help how to practice articulating sounds natural

Material: Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.

Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Aids:

Tone, in linguistics, a variation in the pitch of the voice while speaking. The word tone is usually applied to those languages (called tone languages) in which pitch serves to help distinguish words and grammatical categories—i.e., in which pitch characteristics are used to differentiate one word from another word that is otherwise identical in its sequence of consonants and vowels. For example, man in Mandarin Chinese may mean either “deceive” or “slow,” depending on its pitch. In tone languages, pitch is a property of words, but what is important is not absolute pitch but relative pitch. Tone languages usually make use of a limited number of pitch contrasts. These contrasts are called the tones of the language. The domain of the tones is usually the syllable. There

are two main types of tone languages: register-tone, or level-tone, languages and contour-tone languages. Register-tone languages use tones that are level; i.e., they have relatively steady-state pitches, which differ with regard to being relatively higher or lower. This is characteristic of many tone languages in West Africa. In contour-tone languages at least some of the tones must be described in terms of pitch movements, such as rises and falls or more complex movements such as rise–falls. This is characteristic of many tone languages of Southeast Asia .

Tone refers to the emotion and attitude one puts behind their words. In contrast, intonation refers to the fluctuation of one's voice as they speak. Tone is how you feel and the feeling you put in your words. Intonation is how you use your voice to direct your sentence's flow to convey a message. Helping students to use intonation effectively to convey attitude in English will involve helping students to make the five tones (falls or rises in pitch): **fall, rise, slight rise, fall followed by a rise, rise followed by a fall**, through awareness raising and modelling of the common intonation patterns in context. During in-person communication, there are verbal, aural, and visual cues that convey how you feel about what you're saying. For example, your facial expressions, voice pitch, and hand gestures give the other person more information about your attitude toward a topic.

Different tones in writing achieve a similar goal: to illustrate through words your emotional perspective about what you're communicating. Certain words, sentence structures, and punctuation choices elicit different types of tones .

A formal writing tone is common in academic or professional contexts. This tone focuses on being thorough and direct, yet respectful. It uses full words, rather than contractions, and emphasizes facts and grammatical correctness.

Examples:

- “The committee **will not** vote on the matter”

An informal tone is the opposite of a formal tone. Informal tone in writing is conversational and expressive, similar to how you'd speak to a friend. It uses contractions, colloquial phrases, and more emotion. Its sentence structure can be shorter with a choppy rhythm, or it can be long and chatty.

Examples:

- “**Nah—I’ve got tons** of time to do my chores”

When writing in an optimistic tone you’re conveying a sense of hope, and a positive outlook for the future. Even when acknowledging today’s challenges, the uplifting language gives readers aspiration.

Examples:

- “. . . David said with a **reassuring smile**”
- “hopeful”

A worried tone can make your reader apprehensive and afraid. It communicates feelings of anxiousness about something that’s unknown.

Examples:

- “My hand **tentatively** reached for the knob, **shaking** as I held my breath. . .”,
- “**rocked back and forth**, looking out of the window every second. . .”

Lesson 14. Accent variation relating to *r*

Module:	Communicative phonetics
Topic:	Accent variation relating to <i>r</i>
Time:	80 minutes
Aim:	a) to introduce theme relating to accent variation b) to acquire knowledge about English accents accents
Material:	Mark Hancock. English Pronunciation in Use Intermediate. -Cambridge, second edition, 2012.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

· Learnt associations between accent features and social groups – useful for identifying the background of speakers and for comprehension. Worldwide, there are **over 160**. Keep an eye out for them and get to know where people are from. Accents and dialects can bring people close together or farther apart, but we hope, with a certain perspective about dialects and accents, that our curiosities about them will bring us closer together. Spoken English shows great variation across regions where it is the

predominant language. For example, the United Kingdom has the largest variation of accents of any country in the world, and therefore no single "British accent" exists. This article provides an overview of the numerous identifiable variations in pronunciation ; such distinctions usually derive from the phonetic inventory of local dialects, as well as from broader differences in the Standard English of different primary-speaking populations.

Accent is the part of dialect concerning local pronunciation. Vocabulary and grammar are described elsewhere; see the list of dialects of the English language . Secondary English speakers tend to carry over the intonation and phonetics of their mother tongue in English speech. For more details on this, see non-native pronunciations of English.

Primary English speakers show great variability in terms of regional accents. Examples such as Pennsylvania Dutch English are easily identified by key characteristics, but others are more obscure or easily confused. Broad regions can possess subforms; for instance, towns located less than 10 miles (16 km) from the city of Manchester (such as Bolton, Oldham, Rochdale, and Salford) each have distinct accents, all of which are grouped together under the broader Lancashire accent . These sub-dialects are very similar to each other, but non-local listeners can identify firm differences. On the other side of the spectrum, Australia has a General Australian accent which remains almost unchanged over thousands of miles.

English accents can differ enough to create room for misunderstandings. For example, the pronunciation of "pearl" in some variants of Scottish English can sound like the entirely unrelated word "petal" to an American. For a summary of the differences between accents, see the International Phonetic Alphabet chart for English dialects. More specifically, linguists commonly make distinctions between rhotic and non-rhotic dialects or accents. Simply put, rhotic speakers pronounce r.

The technological map of the phonetics for the 2nd practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “ Phoneme definition and its function” 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme “ Phoneme definition and its function ” 2. Working with plans of the lesson 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and recognize

	<p>3. Asks questions. By the end of the students will be able to: To activate knowledge on new theme Recognize the definition of the following terms:</p> <ol style="list-style-type: none"> 1. English alphabet, letters and sounds 2. Phoneme 3. Functions of a phoneme 4. Types of speech sounds <p>Recognize definition of the key words and terms from students.</p>	<p>presentation banners 3. To listen and to write the teacher's explanation 4. To ask question if they need</p>
3. The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 3rd practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme "Speech sounds. Vowels, consonants". 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme "Speech sounds. Vowels, consonants" 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize the definition of the following terms: <ol style="list-style-type: none"> 1. Phonemes and sounds 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and knowledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher's explanation 4. To ask questions if they need

	<ol style="list-style-type: none"> 2. Articulation of vowels 3. Articulation of consonants 4. Vowels consonant distinction <p>Recognize definition of the key words and terms from students.</p>	
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2.Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 4th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Speech organs and they role in articulation. Where and how do they work. 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme “Speech organs” 2. Working with plans of the lesson 3. Asks questions. By the end of the students will be able to: To activate knowledge on new theme Recognize the definition of the theme 1. Speech organs (terms) 2. Speech organs and their occupation 3. Speech organs and their activity 4. What is articulation? 5. Recognize presentation of the theme on the basis of the given material. <p>Recognize definition of the key words</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4.To ask question if they need

	and terms from students.	
3.The final stage (5 min)	1. Puts down marks for active students 2.Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 5th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ The relationship of letters and sounds ”. 3. The actuality of the theme. 4. Waiting results	1. Prepare their own notes according to the theme.
2. The main stage (50 min)	2. To motivate students on the new theme “The relationship of letters and sounds” 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme 1. English alphabet 2. Vowel phonemes 3. vowel letters 4. Consonant letters 5. consonant phonemes Recognize definition of the key words and terms from students.	The students should do 1. To learn important features and knowledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4. To ask questions if they need
3.The final stage (5 min)	1. Puts down marks for active students 2.Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 6th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ Digraphs and their reading ”. 3. The actuality of the theme. 4. Waiting results	1. Prepare their own notes according to the theme.
2. The main stage (50 min)	3. To motivate students on the new theme “Digraphs and their reading” 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Digraphs and their reading Recognize definition of the key words and terms from students.	The students should do 1. To learn important features and knowledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4. To ask questions if they need
3. The final stage (5 min)	1. Puts down marks for active students 2. Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 7th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ Letter combinations and their reading ”. 3. The actuality of the theme. 4. Waiting results	1. Prepare their own notes according to the theme.
2. The main	4. To motivate students on the new	The students should do

stage (50 min)	<p>theme “Letter combinations and their reading”</p> <p>2. Working with plans of the lesson</p> <p>3. Gives new material. By the end of the students will be able to read the following letter combinations: -tion -ass - -orr -ance -sion -ast -ask -ath -oor -able -war -au -ought -aught -our -al -arr -ure -ear</p> <p>Recognize definition of the key words and terms from students.</p>	<p>1. To learn important features and knowledges.</p> <p>2. To listen and recognize presentation banners</p> <p>3. To listen and to write the teacher’s explanation</p> <p>4. To ask questions if they need</p>
3.The final stage (5 min)	<p>1. Puts down marks for active students</p> <p>2.Gives the theme of new lesson</p>	<p>1. To listen</p> <p>2. To write</p>
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 8th practical lesson.

The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<p>1. Prepare for test reading</p> <p>2. Test reading on p. 288</p>	<p>1. Prepare their notes according to the tasks.</p>
2. The main stage (50 min)	<p>1. To control students’ knowledge on the given themes</p>	<p>The students should do</p> <p>1. To look through the text</p> <p>2. To read the text</p> <p>3. To ask question if they need</p>
3.The final stage (5 min)	<p>1. Puts down marks for active students</p> <p>2. Comment their marks and answers</p> <p>3. Gives the theme of new lesson</p>	<p>1. To listen</p> <p>2. To write</p>
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 9 practical lesson.

The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Syllable formation. Syllable division.” 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 5. To motivate students on the new theme “Syllable formation. Syllable division.” 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize the definition of the theme <ol style="list-style-type: none"> 1. Syllable, it’s formation 2. Types of syllables, examples for them 3. syllabic sonorants <p>Recognize definition of the key words and terms from students.</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4. To ask questions if they need
3. The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task
The technological map of the phonetics for the 10th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Strong and weak forms.” 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.

2. The main stage (50 min)	<p>6. To motivate students on the new theme “Strong and weak forms.”</p> <p>2. Working with plans of the lesson</p> <p>3. Gives new material.</p> <p>By the end of the students will be able to:</p> <p>To activate knowledge on new theme</p> <p>Recognize weak forms of</p> <ol style="list-style-type: none"> 1. articles 2. prepositions 3. pronouns 4. verbs <p>Recognize definition of the key words and terms from students.</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4. To ask questions if they need
3. The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 11th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Open and closed syllables”. 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 7. To motivate students on the new theme “Open and closed syllables 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to recognise the following combinations:</p> <ul style="list-style-type: none"> - A fully opened V - A fully closed CVC, CVCC, CCVC - Covered at the beginning CV, 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and knowledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4. To ask questions if they need

	CCV,CCCV - Covered at the end VC, VCC Recognize definition of the key words and terms from students.	
3.The final stage (5 min)	1. Puts down marks for active students 2.Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 12th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ Modification of vowels in connected speech. Reduction ” 3. The actuality of the theme. 4. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme “Reduction” 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize the definition of the theme 1. Complete reduction 2. Qualitative reduction 3. Quantitative reduction. 4. Recognize presentation of the theme on the basis of the given material. Recognize definition of the key words and terms from students.	The students should do 1. To learn important features and know ledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3.The final stage	1. Puts down marks for active students 2. Comments marks	.1 To listen .2 To write

(5 min)	3. Gives the theme of new lesson	
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 13th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Prepare for test listening 2. Set the equipment 3. Listening to the tape recorder	1. Prepare their notes according to the tasks.
2. The main stage (50 min)	1. To give the audio material 2. To help students with comprehension of the new words or combination.	The students should do 1. To listen the material 2. To write down it 3. To transcribe the text
3. The final stage (5 min)	1. Puts down marks for active students 2. Comment their marks and answers 3. Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 14th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ The 1st type of syllable ” 3. The actuality of the theme. 4. Waiting results	1. Prepare their own notes according to the theme.
2. The main stage	8. To motivate students on the new theme “Syllable formation. The	The students should do 1. To learn important features

(50 min)	<p>1st type of syllable.”</p> <p>2. Working with plans of the lesson</p> <p>3. Gives new material.</p> <p>By the end of the students will be able to:</p> <p>To activate knowledge on new theme</p> <p>Recognize the definition of the theme</p> <p>5. Syllable, it's formation</p> <p>6. Types of syllables, examples for them</p> <p>7. English syllable division, letters and sounds</p> <p>8. 1st type of syllable</p> <p>9. Types of reading</p> <p>10. Recognize presentation of the theme on the basis of the given material</p> <p>Recognize definition of the key words and terms from students.</p>	<p>and know ledges.</p> <p>2. To listen and recognize presentation banners</p> <p>3. To listen and to write the teacher's explanation</p> <p>4. To ask questions if they need</p>
3. The final stage (5 min)	<p>1. Puts down marks for active students</p> <p>2. Gives the theme of new lesson</p>	<p>1. To listen</p> <p>2. To write</p>
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 15th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<p>1. Brainstorming under the theme “The 2nd type of syllable.”</p> <p>3. The actuality of the theme.</p> <p>4. Waiting results</p>	<p>1. Prepare their own notes according to the theme.</p>
2. The main stage (50 min)	<p>1. To motivate students on the new theme “The 2nd type of syllable.”</p> <p>2. Working with plans of the lesson</p> <p>3. Gives new material.</p> <p>By the end of the students will be</p>	<p>The students should do</p> <p>1. To learn important features and know ledges.</p> <p>2. To listen and recognize presentation banners</p>

	<p>able to: To activate knowledge on new theme Recognize the definition of the theme</p> <ol style="list-style-type: none"> 1. Syllable, it's formation 2. Types of syllables, examples for them 3. English syllable division, letters and sounds 4. 2nd type of syllable 5. Types of reading 6. Recognize presentation of the theme on the basis of the given material. <p>Recognize definition of the key words and terms from students.</p>	<ol style="list-style-type: none"> 3. To listen and to write the teacher's explanation 4. To give their own examples 5. To read the text correctly 6. To ask question if they need
3. The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments their marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 16th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “The 3rd type of syllable. 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their own notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme “Syllable formation. The 3rd type of syllable.” 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher's explanation 4. To read “Buying the cakes”

	<p>theme</p> <p>Recognize the definition of the theme</p> <ol style="list-style-type: none"> 1. Syllable, it's formation 2. Types of syllables, examples for them 3. The 3rd type of syllable 4. Text "Buying the cakes" 5. Recognize presentation of the theme on the basis of the given material. <p>Recognize definition of the key words and terms from students.</p>	<p>correctly</p> <p>5. To ask question if they need</p>
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments their marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 17th practical lesson.

The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme "The 4th type of syllable " 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme "The 4th type" 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to:</p> <p>To activate knowledge on new theme</p> <p>Recognize the definition of the theme</p> <ol style="list-style-type: none"> 1. Types of syllables, examples for them 2. The 4th type of syllable 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and recognize presentation banners 3. To listen and to write the teacher's explanation 4. To read the poem "Colors" correctly 5. To ask question if they need

	<ol style="list-style-type: none"> 3. Text of the poem “Colors” 4. Recognize presentation of the theme on the basis of the given material. <p>Recognize definition of the key words and terms from students.</p>	
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments their marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 18th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 min)	<ol style="list-style-type: none"> 1. Prepare for transcribing 2. Text on p. 288 	1. Prepare their notes according to the tasks.
2. The main stage (50 min)	1. To control students’ knowledge on the previous themes	<p>The students should do</p> <ol style="list-style-type: none"> 1. To look through the text 2. To read the text 3. To ask question if they need
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comment their mistakes and answers 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 19th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 min)	<ol style="list-style-type: none"> 1. Prepare for Control work 2. Explain the tasks 3. Gives out the papers 	1. Prepare their notes according to the tasks.

2. The main stage (50 min)	<p>Student have to answer the following questions:</p> <p>Phoneme definition and its function. Speech sounds. Vowels, consonants. Open and closed syllables. Organs of speech and their function The relationship of letters and sounds Digraphs and their reading Letter combinations and their reading Vowels and its definition. Open and closed syllable Syllable formation. Syllable division Strong and weak forms Modification of vowels in connected speech. Reduction The 1,2,3,4 types of syllables and their reading</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To answer the questions 2. To give examples 3. To explain the material
3. The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comment their difficulties they met 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1 To listen 2 To write
The tasks for ind.work (5 m)		They take the task

The technological map of the phonetics for the 20-21st practical lessons.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Word stress and its functions. Degrees of word stress.” 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme “Word stress. The degrees of word stress.” 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to:</p> <p>To activate knowledge on new theme</p> <p>Recognize the definition of the theme</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen and to write the teacher’s explanation 3. To work with different texts 4. To ask question if they need

	<ol style="list-style-type: none"> 1. What is the word stress? 2. Primary stress 3. Secondary stress 4. Types of reading 5. Recognize presentation of the theme on the basis of the given material. <p>Recognize definition of the key words and terms from students.</p>	
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments their marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 22th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Sentence stress” 2. The actuality of the theme. 3. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme “Sentence stress” 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to: To activate knowledge on new theme</p> <p>Recognize definition of the key words and terms from students.</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and know ledges. 2. To listen the audio material 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1 To listen 2 To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 23rd practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “Classification of vowels according to the stability of articulation, Monophthongs” 2. The actuality of the theme. 3. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students. (monophthongs, short and long monophthongs)	The students should do 1. To learn important features and knowledge. 2. To recognize the vowels according to the stability of articulation. 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3. The final stage (5 min)	1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 24th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Prepare for test reading 2. Test reading	1. Prepare their notes according to the tasks.
2. The main stage	1. To control students’ pronunciation of the given text	The students should do 1. To give examples

(50 min)	2. To control students' knowledge on the given themes	2. To read the text 3. To ask question if they need
3.The final stage (5 min)	1. Puts down marks for active students 2. Comment their marks and answers 3. Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 25th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “Diphthongs” 2. The actuality of the theme. 3. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students. (diphthongs, and its definition)	The students should do 1. To learn important features and knowledge. 2. To recognize the diphthongs and give examples 3. To listen and to write the teacher's explanation 4. To ask question if they need
3.The final stage (5 min)	1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson	1 .To listen 2 .To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 26th practical lesson.		
The stages and the time of delivering the	Type of activities and interaction mode	
	The teacher	The students

lesson		
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Diphthongoids” 2. The actuality of the theme. 3. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students. (diphthongoids, definition)</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and knowledge. 2. To recognize the diphthongoids and give examples 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3. The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 27th practical lesson.

The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Classification of vowels according to the tongue position.” 2. The actuality of the theme. 3. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the tasks.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to: To activate knowledge on new</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and knowledge. 2. To recognize the given examples 3. To listen and to write the teacher’s explanation

	<p>theme</p> <p>Recognize definition of the key words and terms (rounded, unrounded, long. short) from students.</p> <ol style="list-style-type: none"> 1. Where and how front vowels are formed? 2. Where and how central vowels are formed? 3. Where and how back vowels are formed? 	4. To ask question if they need
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2 .To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 28th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “Classification of vowels according to the lip position and length ” 2. The actuality of the theme. 3. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms (rounded, unrounded, long. short) from students. <ol style="list-style-type: none"> 1. Where and how rounded vowels are produced? 2. Where and how unrounded vowels are produced? 3. What vowels are distinguished according to the length? 	The students should do <ol style="list-style-type: none"> 1. To learn important features and knowledge. 2. To recognize the given examples 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3. The final stage (5 min)	1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson	1. To listen 2 .To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 29th practical lesson.

The stages and	Type of activities and interaction mode
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the time of delivering the lesson	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ Consonants. Principles of classification. ” 3. The actuality of the theme. 4. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students. 1. How are the English consonants produced? 2. Relation between the consonant letter and consonant sound? Point out principles of classification.	The students should do 1. To learn important features and knowledge. 2. To recognize the given examples 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3. The final stage (5 min)	1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson	1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 30th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ Classification of consonants acc. to the place of articulation ” 2. The actuality of the theme. 3. Waiting results	1. Prepare their notes according to the theme.
2. The main stage	1. To motivate students on the new theme	The students should do 1. To learn important features

(50 min)	<p>2. Working with plans of the lesson</p> <p>3. Gives new material.</p> <p>By the end of the students will be able to:</p> <p>To activate knowledge on new theme</p> <p>Recognize definition of the key words and terms from students.</p> <ol style="list-style-type: none"> 1. What consonants are distinguished according to the place of articulation? 2. How are the labial consonants formed? 3. How are the lingual consonants formed? <p>How are the glottal consonants formed?</p>	<p>and knowledge.</p> <ol style="list-style-type: none"> 2. To recognize the concrete features of consonants in rapid speech 3. To listen and to write the teacher's explanation 4. To ask question if they need
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2 .To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 31st practical lesson.

The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Classification of consonants acc. to the manner of articulation” 2. The actuality of the theme. 3. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. <p>By the end of the students will be able to:</p> <p>To activate knowledge on new theme</p> <p>Recognize definition of the key</p>	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and knowledge. 2. To recognize the given examples 3. To listen and to write the teacher's explanation 4. To ask question if they need

	<p>words and terms from students.</p> <ol style="list-style-type: none"> 1. What consonants are distinguished according to the manner of articulation? 2. How are the occlusive consonants formed? 3. How are the constrictive consonants formed? 4. How are the occlusive-constrictive consonants formed? 	
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2 .To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 32nd practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme “Classification of consonants acc. to the degree of noise” 2. The actuality of the theme. 3. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students. <ol style="list-style-type: none"> 1. What consonants are distinguished according to the degree of noise? 2. What consonants are distinguished according to the work of vocal 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To learn important features and knowledge. 2. To recognize the given examples 3. To listen and to write the teacher’s explanation 4. To ask question if they need

	<p>cords?</p> <p>Describe the articulation of voiced and voiceless consonants?</p>	
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 33rd practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Prepare for test reading 2. Test reading 	<ol style="list-style-type: none"> 1. Prepare their notes according to the tasks.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To control students' knowledge on the given themes 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To look through the text 2. To read the text 3. To ask question if they need
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comment their marks and answers 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 34th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Brainstorming under the theme "Sonorants" 3. The actuality of the theme. 4. Waiting results 	<ol style="list-style-type: none"> 1. Prepare their notes according to the theme.

2. The main stage (50 min)	<ol style="list-style-type: none"> To motivate students on the new theme Working with plans of the lesson Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students. 	<p>The students should do</p> <ol style="list-style-type: none"> To learn important features and knowledge. To recognize the sonorants and give examples To listen and to write the teacher's explanation To ask question if they need
3. The final stage (5 min)	<ol style="list-style-type: none"> Puts down marks for active students Comments marks Gives the theme of new lesson 	<ol style="list-style-type: none"> To listen To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 35th practical lesson.

The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> Prepare for listening Set the equipment Listening to the tape recorder 	<ol style="list-style-type: none"> Prepare their notes according to the tasks.
2. The main stage (50 min)	<ol style="list-style-type: none"> To give the audio material To help students with comprehension of the new words or combination. 	<p>The students should do</p> <ol style="list-style-type: none"> To listen the material To write down it To transcribe the text
3. The final stage (5 min)	<ol style="list-style-type: none"> Puts down marks for active students Comment their marks and answers Gives the theme of new lesson 	<ol style="list-style-type: none"> To listen To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 36th practical lesson.

The stages and	Type of activities and interaction mode
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the time of delivering the lesson	The teacher	The students
The preparation stage (20 minutes)	1. Brainstorming under the theme “ Modification of consonants in connected speech. Aspiration. Palatalization ” 2. The actuality of the theme. 3. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be able to: To activate knowledge on new theme Recognize definition of the key words and terms from students.	The students should do 1. To learn important features and knowledge. 2. To recognize the examples of palatalization and aspiration. 3. To listen and to write the teacher’s explanation 4. To ask question if they need
3. The final stage (5 min)	1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson	1. To listen 2. To write
4. The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 37th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 min.)	1. Brainstorming under the theme “ Assimilation ” 2. The actuality of the theme. 3. Waiting results	1. Prepare their notes according to the theme.
2. The main stage (50 min)	1. To motivate students on the new theme 2. Working with plans of the lesson 3. Gives new material. By the end of the students will be	The students should do 1. To learn important features and knowledge. 2. To recognize the examples of assimilation.

	<p>able to: To activate knowledge on new theme Recognize definition of the key words and terms from students.</p> <ol style="list-style-type: none"> 1. Where and how progressive assimilation is occurred? 2. Where and how regressive assimilation is occurred? 	<ol style="list-style-type: none"> 3. To listen and to write the teacher's explanation 4. To ask question if they need
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comments marks 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1. To listen 2. To write
The tasks for independent work (5 min)		They take the task

The technological map of the phonetics for the 38th practical lesson.		
The stages and the time of delivering the lesson	Type of activities and interaction mode	
	The teacher	The students
The preparation stage (20 minutes)	<ol style="list-style-type: none"> 1. Prepare for Control work 2. Explain the tasks 3. Gives out the papers 	<ol style="list-style-type: none"> 1. Prepare their notes according to the tasks.
2. The main stage (50 min)	<ol style="list-style-type: none"> 1. To control students' knowledge on the given papers 	<p>The students should do</p> <ol style="list-style-type: none"> 1. To give examples 2. To ask question if they need 3. To transcribe the text
3.The final stage (5 min)	<ol style="list-style-type: none"> 1. Puts down marks for active students 2. Comment their difficulties they met 3. Gives the theme of new lesson 	<ol style="list-style-type: none"> 1 To listen 2 To write
The tasks for independent work (5 min)		They take the task

Mashqlar to'plami

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

[ɪ:] – [ɪ]

	[ɪ:]		[ɪ]		[ɪ:]	[ɪ]
Be	bead	beat	did	it	beat	bit
He	heed	heat	bid	bit	seat	sit
Fee	feed	feet	lid	lit	eat	it
See	seed	seat	kid	kit	cheap	chip
Tea	teas	teeth	pill	pit	read	rid
Pea	peas	peace	nib	nip	peel	pill
Knee	knees	niece	lip	lit	leap	lip

Ex. 2. Read the following sense-groups and pay attention to their pronunciation.

- (a) Pete; Pete eats; Pete eats meat; Pete eats lean meat; Steve and Pete eat lean meat; Steve and Pete eat lean meat and green beans; please, Steve and Pete, eat lean meat and green beans.
- (b) ease; with equal ease; Japanese with equal ease; Chinese and Japanese with equal ease; speaks Chinese and Japanese with equal ease; he speaks Chinese and Japanese with equal ease.

Ex. 3. Read the following words paying special attention to their pronunciation. [æ]

- [e]

	[æ]		[e]		[æ] - [e]
Apple	catch	men	get		bat - bet
Ann	match	pen	met		bag - beg
Alice	happy	hen	best		rat - red
That	back	bread	press		shall - shell
Black	bag	red	neck		sad - said
Cat	gas	bell	left		man - men
Man	chapter	sell	mess		Pat - pet
Sad	lab	fell	bed		bad - bed
Africa	hat	ready	let		sat - set

Ex. 4. Read the following sense-groups and pay attention to their pronunciation.

- (a) a rat; a fat rat; catching a fat rat; a cat catching a fat rat; a black cat catching a fat rat.
- (b) his hands; clipping his hands; a man clipping his hands; a fat man clipping his hands; a fat man clipping his hands is Pat's Dad.
- (c) a hat; a black hat; Pat's black hat; a cat is in Pat's black hat; a black cat is in Pat's black hat; Pat's black cat is in Pat's black hat.

Ex. 5. Read the following words paying special attention to their pronunciation. [ɔ:] -

[ɔ]

	[ɔ]		[ɔ:]		[ɔ] - [ɔ:]
Odd	spot	or	sport		fog - fork
Dog	clock	bore	fork		spot - sport
Job	got	core	bought		Bob - born
Bob	boss	saw	thought		Polly - Paul
Tom	not	short	autumn		odd - lord

Golf	stock	horn	daughter	pot - port
Fog	frog	born	naughty	cock - cork
Lost	cock	law	port	

Ex. 6. Read the following sense-groups and pay attention to their pronunciation.

- (a) a dog; a hot dog; a big hot dog; a nice big hot dog; a nice big hot dog is Bob's
- (b) a bottle; a water bottle; a hot water bottle; don't warm a hot water bottle.
- (c) horses; four horses; drawn by four horses; was drawn by four horses; the cart he bought was drawn by four horses.

Ex.7. Read the following words paying special attention to their pronunciation. [ʌ] - [ɑ:]

	[ʌ]		[ɑ:]		[ʌ] - [ɑ:]
Come	luck	far	last		duck - dark
Some	duck	bar	party		shut - sharp
Run	shut	car	smart		mother - father
Fun	must	star	card		luck - last
Club	cup	scar	last		must - mask
Country	up	dark	task		cut - card
Nut	none	spark	calm		buck - bark
Done	but	park	palm		
Tudd	cut	art	hard		

Ex. 8. Read the following sense-groups and pay attention to their pronunciation.

- a) Charles; hard on Charles; rather hard on Charles; Father's rather hard on Charles.
- b) Supper; bun for supper; buttered bun for supper; crusty buttered bun for supper; a lovely crusty buttered bun for supper .

Ex. 9. Read the following words paying special attention to their pronunciation. [u] - [u:]

	[u]		[u:]		[u] - [u:]
wood	look	flu	loose		look - Luke
hood	cook	two	moon		pull - pool
good	book	pool	goose		full - fool
could	took	fool	stool		book - boot
sugar	shook	cool	tooth		took - tooth
full	put	noon	fruit		cook - cool
pudding	foot	food	who		foot - food

Ex. 10. Read the following sense-groups and pay attention to their pronunciation.

- a) book; cookery-book; look at the cookery book; the cook looks at the cookery-book
- b) spoon; a wooden spoon; a good wooden spoon; a good blue wooden spoon; choose a good blue wooden spoon.

Ex. 11. Read the following words paying special attention to their pronunciation. [ə:] - [ɔ:]

	[ə:]		[ɔ:]		[ə:] - [ɔ:]
Sir	work	four	thought		her - horn

Bird	world	more	bought	bird - board
First	word	bore	short	work - walk
Shirt	serve	saw	horse	burn - born
Heard	birthday	board	daughter	curl - call
Earth	nurse	small	taught	first - forse
Hurt	purpose	wall	port	shirt - short
Curl	curtain	morning	sport	pearl - Paul

Ex. 12. Read the following sense-groups and pay attention to their pronunciation.

- purpose; serve no purpose; the work will serve no purpose.
- a girl; a circus girl; Pearl is a circus girl; Pearl is a circus girl who works; Pearl is a circus girl who works with horses.
- birthday; firth birthday; thirty-first birthday; pearls for her thirty-first birthday.

Ex. 13. Read the following words paying special attention to their pronunciation. [ə] - [ɪ]

[ə]	[ɪ]	[ə] - [ɪ]
Appear	kick	affect - effect
Achieve	dig	accept - except
Perhaps	pick	sitter - city
Understand	kill	offers - office
Sooner	hill	better - Betty
Colour	kiss	fisher - fishy
Picture	pig	razors - raises
Murder	middle	officers - offices

Ex. 14. Read the following sense-groups and pay attention to their pronunciation.

- a photograph; a photograph of her mother; a photograph of her mother and father; a photograph of her mother, father and brother; a photograph of her mother, father and younger brother.
- America; about South America; a book about South America; a beautiful book about South America.

Ex. 15. Read the following words paying special attention to their pronunciation. [ɛə] - [ɪə]

[ɛə]	[ɪə]	[ɛə] - [ɪə]		
Hare	compare	zero	appear	hare - here
Dare	repair	here	career	bear - beer
Pair	declare	deer	museum	air - ear
Air	affair	ear	material	fair - fear
Care	prepare	mere	idea	dare - deer
Hair	aware	beer	clear	Clare - clear
Fair	spare	near	interfere	a pair - appear

Ex. 16. Read the following sense-groups and pay attention to their pronunciation.

- share; fair share; their fair share; it's their fair share.
- there; down there; Mary down there; there's Mary down there; I swear there's Mary down there; I dare swear there's Mary down there.
- Can you hear? Can you hear clearly? Can you hear clearly from here?

Ex. 17. Read the following words paying special attention to their pronunciation. [au] - [əu]

	[au]		[əu]		[au] - [əu]
Wow	mouse	show	role	now	- know
Now	house	snow	smoke	loud	- load
Loud	south	low	vote	found	- phoned
Crowd	shout	home	soap	row	- row
Down	found	road	coat	doubt	- dote
Round	town	cold	boat	town	- tone
How	row	bowl	hope		

Ex. 18. Read the following sense-groups and pay attention to their pronunciation.

- Rose; know Rose; you know Rose; suppose you know Rose; don't suppose you know Rose; I don't suppose you know Rose.
- Ground; mouse on the ground; a brown mouse on the ground; found a brown
- mouse on the ground; this owl has found a brown mouse on the ground.

Ex. 19. Read the following words paying special attention to their pronunciation. [aɪ] - [eɪ]

	[aɪ]		[eɪ]		[aɪ] - [eɪ]
I	idea	pay	pain	white	- wait
My	rhyme	day	cake	rice	- race
Tie	time	they	shape	like	- lake
Bye	kite	take	face	file	- fail
Pie	wild	game	rain	light	- late
Lie	wife	again	gain	lied	- laid
Die	child	stay	shake	might	- mate
White	life	lay	make	rise	- raise

Ex. 20. Read the following sense-groups and pay attention to their pronunciation.

- days; eight days; eighty-eight days; takes eighty-eight days; it takes eighty-eight days; they say it takes eighty-eight days.
- station; a railway station; waiting at a railway station; a train waiting at a railway station; a train waiting at a railway station on a rainy day; a train waiting at a railway station on a grey rainy day.

Ex. 21. Read the following words paying special attention to their pronunciation. [ɔɪ] - [aɪ]

	[ɔɪ]		[aɪ]		[ɔɪ] - [aɪ]
Boy	point	my	white	boy	- buy
joy	coin	why	right	toy	- tie
injoy	voice	try	side	oil	- isle
toy	choice	ride	tide	voice	- vice
employ	spoil	wide	light	foil	- file
destroy	oil	side	fried	point	- paint
join	poison	high	fly	Roy	- ride

Ex. 22. Read the following sense-groups and pay attention to their pronunciation.

- Mike; Mike and Myra; Mike and Myra take; Mike and Myra take

enjoyment; Mike and Myra take enjoyment in spoiling; Mike and Myra take enjoyment in spoiling toys.

b) oil; point of oil; boiling point of oil; What's the boiling point of oil?

Ex. 23. Read the following words paying special attention to their pronunciation. [p] - [b]

	[p]		[b]		[p] - [b]
pen	pepper	bag	belt	pin	bin
pan	paper	baby	rubber	pen	Ben
pond	apple	block	table	pond	bond
part	port	Bob	member	pig	big
pony	stupid	big	hobby	pack	back
please	sport	bit	balcony	puppy	baby
put	puppy	black	back	cap	lab

Ex. 24. Read the following sense-groups and pay attention to their pronunciation.

a) a passenger; a purposeful passenger; a prosperous purposeful passenger; a plump, prosperous, purposeful passenger; portrait of a plump, prosperous, purposeful passenger; portrait of a plump, prosperous purposeful passenger with a pipe.

b) beer; brown beer; best brown beer; a bottle of best brown beer; bring a bottle of best brown beer; Bob, bring a bottle of best brown beer.

Ex. 25. Read the following words paying special attention to their pronunciation. [t] - [d]

	[t]		[d]		[t] - [d]
time	telephone	do	daughter	tie	die
town	twenty	dog	dangerous	mate	made
taxi	between	drive	Monday	heart	hard
tell	temperature	dinner	lady	late	laid
teacher	water	dirty	afraid	coat	code
twelve	storm	day	holiday	two	do
trousers	after	date	already	set	said

Ex. 26. Read the following sense-groups and pay attention to their pronunciation.

a) eight; to eight; a quarter to eight; till a quarter to eight; arrive till a quarter to eight; won't arrive till a quarter to eight; the train won't arrive till a quarter to eight.

b) concert; to the concert; straight to the concert; taxi straight to the concert; take a taxi straight to the concert; you'd better take a taxi straight to the concert.

Ex. 27. Read the following words paying special attention to their pronunciation. [k] - [g]

	[k]		[g]		[k] - [g]
can	book	gate	dig	cave	gave
car	back	garden	frog	cards	guards
care	black	green	flag	cold	gold
cause	market	great	plug	could	good
kind	weaker	good	dog	class	glass

kill	second	grass	forget	back - bag
kitten	like	game	tiger	coal - goal

Ex. 28. Read the following sense-groups and pay attention to their pronunciation.

- August; school in August; a language school in August; to go to a language school in August; idea to go to a language school in August; great idea to go to a language school in August; it's a great idea to do to a language school in August.
- awake; to keep me awake; coffee to keep me awake; cups of coffee to keep me awake; a couple of cups of coffee to keep me awake; I have a couple of cups of coffee to keep me awake.

Ex. 29. Read the following words paying special attention to their pronunciation. [n] - [m]

	[n]		[m]		[n] - [m]
now	button	more	remember	sun	- some
near	cotton	meal	family	nail	- mail
name	noon	miss	woman	near	- mere
never	often	mind	German	nor	- more
north	listen	mister	member	none	- mum
neither	down	milk	memory	Nike	- Mike
need	event	money	remarkable	nine	- mine

Ex. 30. Read the following sense-groups and pay attention to their pronunciation.

- Memphis; museum in Memphis; mammoth in the museum at Memphis; an immense mammoth in the museum at Memphis.
- line; pen line; a fine pen line; again with a fine pen line; again and again with a fine pen line; his name again and again with a fine pen line; sign his name again and again with a fine pen line; Brown signs his name again and again with a fine pen line.

Ex. 31. Read the following words paying special attention to their pronunciation. [n] - [ŋ]

	[n]		[ŋ]		[n] - [ŋ]
knit	burn	thing	morning	thin	- think
nest	channel	king	evening	win	- wing
nasty	funny	song	strong	ran	- rang
nurse	dinner	ring	restaurant	kin	- king
noise	enough	wrong	going	son	- song
nut	finish	young	sing	gone	- going
Know	bananas	bring	long	alone	- long

Ex. 32. Read the following sense-groups and pay attention to their pronunciation.

- songs; spring songs; singing spring songs; birds singing spring songs; listening to birds singing spring songs; like listening to birds singing spring songs; nothing like listening to birds singing spring songs; there is nothing like listening to birds singing spring songs.
- hungry; is hungry; Ben is angry when he is hungry.

Ex. 33. Read the following words paying special attention to their pronunciation. [f] - [v]

	[f]		[v]		[f] - [v]
fit	leaf	view	ever	van - fan	
fat	safe	village	forever	veal - feel	
feel	life	cave	cover	vast - fast	
farm	knife	save	divide	believe - belief	
fair	half	review	vegetable	vine - fine	
four	enough	over	volleyball	alive – a life	
five	coffee	lover	vase	prove – proof	

Ex. 34. Read the following sense-groups and pay attention to their pronunciation.

Vicar; a village vicar; versus a village vicar; devils versus a village vicar; evil devils versus a village vicar; seven evil devils versus a village vicar.

Ex. 35. Read the following words paying special attention to their pronunciation. [v] – [w]

	[v]		[w]		[v] – [w]
Victor	five	white	twenty	via - wire	
violet	give	world	sweet	vile - while	
vest	drive	wear	twice	vine - wine	
verse	have	word	queen	vein - wane	
even	advice	worn	twist	veil - wail	
vodka	travel	wheel	quite	veal - wheel	
velvet	never	work	twins	vend - wend	

Ex. 36. Read the following sense-groups and pay attention to their pronunciation.

- improve; I'll improve; eventually I'll improve, over again eventually I'll improve; over and over again eventually I'll improve; if I say it over and over again eventually I'll improve.
- wardrobe; woodwork of his wardrobe; worm in the woodwork of his wardrobe; woodworm in the woodwork of his wardrobe; William is worried about woodworm in the woodwork of his wardrobe.

Ex. 37. Read the following words paying special attention to their pronunciation. [s] - [z]

	[s]		[z]		[s] - [z]
seem	miss	zebra	dozen	ice - eyes	
soft	glass	zone	rise	rice - rise	
slow	looks	zero	raise	once - one's	
skin	wants	zoo	busy	false - falls	
sweet	nice	has	easy	race - raise	
city	serious	his	nosy	see - season	
cinema	yes	nasal	lazy		

Ex. 38. Read the following sense-groups and pay attention to their pronunciation.

- smile; an irresistible smile; has an irresistible smile; Sally has an irresistible smile; Sam thinks Sally has an irresistible smile.

b) roses; over the roses; flying over the roses; bees are flying over the roses; the busy bees are flying over the roses.

Ex. 39. Read the following words paying special attention to their pronunciation. [s] - [ʃ]

[s]		[ʃ]		[s] - [ʃ]
see	miss	show	splash	same - shame
sit	necessary	ship	English	sock - shock
said	mouse	shame	Spanish	see - she
song	promise	shake	Danish	sort - short
since	house	share	machine	sea - sheep
certain	basket	sugar	special	past - push
sister	kiss	shelf	musician	snake - shake

Ex. 40. Read the following sense-groups and pay attention to their pronunciation.

- dishes; wash dishes; don't wash dishes; wishes don't wash dishes.
- seawards; surer seawards; sail surer seawards; should sail surer seawards; sails should sail surer seawards; short sails should sail surer seawards.

Ex. 41. Read the following words paying special attention to their pronunciation. [tʃ] - [ʃ]

[tʃ]		[ʃ]		[tʃ] - [ʃ]
chair	watch	shy	wish	switch - wish
chance	catch	short	fish	chop - shop
choose	match	shop	dish	cheap - sheep
church	future	shine	fresh	chair - share
cheap	nature	sure	push	watch - wash
change	picture	shock	nation	chips - ships
children	lecture	shake	station	much - mushroom

Ex. 42. Read the following sense-groups and pay attention to their pronunciation.

- watch chain; Dutch cheese; catch Charles; catch a chill; such chips.
- dispatches; matches and dispatches; catches, matches and dispatches.

Ex. 43. Read the following words paying special attention to their pronunciation. [ʒ] - [dʒ]

[ʒ]		[dʒ]	
pleasure		jaw	imagine
measure		jump	region
treasure		joke	engage
leisure		June	message
revision		general	manage
mirage		judge	subject
television		gym	gentleman

Ex. 44. Read the following sense-groups and pay attention to their pronunciation.

- junior; Jones junior; John Jones junior; John Jones junior is a gentleman; John Jones junior is a joyful gentleman; John Jones junior is a joyful gentleman who likes jokes; John Jones junior is a joyful gentleman who likes jokes and jam.

b) language; the German language; learning the German language; Jim learning the German language; Jack and Jim learning the German language; Just imagine Jack and Jim learning the German language.

Ex. 45. Read the following words paying special attention to their pronunciation. [l]

- [r]

	[l]		[r]		[l] - [r]
lady	fall	rain	agree	light	- right
land	feel	read	bread	low	- row
late	people	red	drink	collect	- correct
last	eleven	rest	every	alive	- arrive
laugh	yellow	real	bring	long	- wrong
learn	early	right	foreign	fly	- fry
long	already	road	right	let	- red

Ex.46. Read the following sense-groups and pay attention to their pronunciation.

- a) lake; a lovely lake; island in a lovely lake; a large island in a lovely lake; a hill on a large island in a lovely lake; a low hill on a large island in a lovely lake; lying on a low hill on a large island in large island in a lovely lake; lying on a low hill on a large island in a lovely lake.
- b) the track; across the track; a tree-trunk across the track; trapped by a tree-trunk across the track; trucks are trapped by a tree-trunk across the track; this train and its trucks are trapped by a tree-trunk across the track.

Ex.47. Read the following words paying special attention to their pronunciation. [θ]

- [ð]

	[θ]		[ð]		[θ] - [ð]
think	both	this	with	author	- other
thing	breath	that	mother	Martha	- mother
thin	earth	these	either	Bertha	- further
thirsty	health	there	weather	theatre	- together
throw	month	they	together	earth	- worth
three	wealth	then	father	Arthur	- rather
thousand	author	them	rather	birth	- brother

Ex.48. Read the following sense-groups and pay attention to their pronunciation.

- a) that; than that; rather than that; anything rather than that; I'll do anything rather that.
- b) both; thanks to you both; a thousand thanks to you both.

Ex.49. Read the following words paying special attention to their pronunciation. [h]

- no [h]

	[h]		silent [h]		[h] - no [h]
half	behind	hour	exhibition	hand	- and
hand	anyhow	honest	forehead	hall	- all
head	greenhouse	rhyme	Birmingham	high	- eye
heart	happy	rhythm	which	hear	- ear
heavy	hill	what	forefinger	hate	- eight
high	housewife	when	honey	hair	- air

hear hold where why heart – art

Ex.50. Read the following sense-groups and pay attention to their pronunciation.

- a) a hammer; a heavy hammer; herself with a heavy hammer; hit herself with a heavy hammer; Hilda hit herself with a heavy hammer.
- b) the horn; the horn of the hunter; the horn of the hunter was heard; the horn of the hunter was heard on the hill.

T E S T S

1. What is a phoneme?
 - a) Phoneme is the language unit.
 - b) Phoneme is the smallest unit of speech sound.
 - c) Phoneme is the smallest unit
 - d) Phoneme is the smallest constrictive language unit.
2. Can the phoneme change the meaning of a word?
 - a) Yes, it can change the meaning of a word?
 - b) No, it can't change the meaning of a word?
 - c) Sometimes?
 - d) May be
3. How many types of speech sounds are there in modern English?
 - a) monophthongs diphthongs?
 - b) Passive and active organs?
 - c) vowels and consonants?
 - d) voiced and voiceless?
4. How are the speech sounds produced?
 - a) by the help of the lips?
 - b) By the help of the vowels?
 - c) By the help of the speech organs?
 - d) by the help of the tongue?
5. How are the vowel phonemes produced?
 - a) they are produced by the help of lips?
 - b) they are produced without any obstruction in the mouth cavity.
 - c) they are produced with some obstructions.
 - d) they are produced with some friction?
6. What are the passive organs of speech?
 - a) the teeth, the soft palate?
 - b) The hard palate, the lips the tongue?
 - c) Vocal chords, larynx, tongue?
 - d) the hard palate, larynx, teeth,
6. What are the active organs of speech?
 - a) soft palate, lips tongue, the lung, vocal chords
 - b) hard palate, teeth-ridge
 - c) lips tongue, vocal chords.
 - d) larynx, pharynx, teeth.
7. How many parts of the tongue are distinguished?
 - a) back, front, blade b) back, front, central
 - c) front, central back d) tip, blade, front, central, back
8. How many parts of the palate are distinguished?
 - a) back palate and hard palate.
 - b) soft palate and hard palate.
 - c) soft palate and front palate.
 - d) back palate and soft palate.

9. Where does the air stream meet an obstruction?
 - a) in the nasal cavity.
 - b) In the mouth and nasal cavities.
 - c) in the mouth cavity
 - d) all answers are correct.
10. According to what principles the English vowels are classified?
 - a) According to the stability of articulation.
 - b) According to the tongue position.
 - c) According to the lip position and length
 - d) all answers are correct.
11. What vowels are distinguished according to the stability of articulation?
 - a) voiced and voiceless.
 - b) monophthongs, diphthongs and diphthongoids
 - c) monophthongs, diphthongs
 - d) monophthongs and diphthongoids
12. How many monophthongs do you know?
 - a) 8 b) 7 c) 10 d) 12
13. How many diphthongs do you know?
 - a) 8 b) 10 c) 7 d) 12
14. How many diphthongoids do you know?
 - a) 1 b) 3 c) 4 d) 2
15. Explain the word “monophthong”
 - a) it means 3 sounds b) it means 1 sound
 - c) it means 2 sounds d) it means 4 sounds
16. Explain the word “diphthong”
 - a) it means 3 sounds b) it means 1 sound
 - c) it means 2 sounds d) it means 4 sounds
17. What vowels are distinguished according to the tongue position?
 - a) front, back, central.
 - b) front, front-retracted, central, back, back-advanced.
 - c) central, front-retracted, back
 - d) back, back-advanced.
18. What vowels, are distinguished according to the lip position?
 - a) rounded and unrounded b) central and back
 - c) front and back d) middle and central.
20. What vowels are distinguished according to the length?
 - a) long and strong vowels b) strong and weak vowels
 - c) long and short vowels d) long and weak vowels.
21. How many vowel letters are in English alphabet?
 - a) 10 vowel b) 8 vowels c) 7 vowels d) 6 vowels
22. How many letters are in English alphabet?
 - a) 10 letters b) 26 letters
 - c) 35 letters d) 20 letters
23. What in the reduction?

- a) shortening and disappearance of vowels.
 - b) weekening and disappearance of vowels.
 - c) shortening, weekening and disappearance of vowels in unstressed position.
 - d) shortening a weekening of vowels.
24. What types of reduction are noticed in English?
- a) Complete, qualitative and quantitative.
 - b) Complete and qualitative.
 - c) Qualitative and quantitative.
 - d) Complete and quantitative.
25. What is complete reduction?
- a) elision of vowels in unstressed position.
 - b) Changing of vowels in unstressed position.
 - c) Weakening of vowels in unstressed position
 - d) all answers are correct.
26. What is qualitative reduction?
- a) elision of vowels in unstressed position.
 - b) changing of vowels in unstressed position.
 - c) weakening of vowels in unstressed position.
 - d) all answers are correct.
27. What is quantitative reduction?
- a) elision of vowels in unstressed position.
 - b) changing of vowels in unstressed position.
 - c) weakening of vowels in unstressed position.
 - d) all answers are correct.
28. How many groups are divided the organs of speech?
- a) four groups b) Two groups
 - c) they aren't divided d) five groups
29. How many vowel sounds are there in English language
- a) 40 b) 24 c) 25 d) 20
30. How many long vowel sounds are in English?
- a) 5 b) 8 c) 7 d) 10
31. How many short vowel sounds are in English?
- a) 5 b) 8 c) 7 d) 10
32. What is the 1st type of syllable?
- a) it is closed syllable b) it is an open syllable
 - c) it is stressed syllable d) it is unstressed syllable.
33. What is the 2nd type of syllable?
- a) it is closed syllable b) it is an open syllable
 - c) it is stressed syllable d) it is unstressed syllable.
34. Qaysi qatordagi so'zlarda unli harflarning I-tur bo'g'inida o'qilishi to'g'ri ko'rsatilgan?
- a) care, duty, cat system, fly b) cake, home, tune, me, fly, nine
 - c) map, synonym, fly, black d) black meter, fly, sad

35. Qaysi qatordagi so'zlarda "a" harfining 4 xil bo'g'inidagi o'qilishi to'g'ri ko'rsatilgan?
- a) black, sad, duty, system. b) synonym, meter, he, we.
c) take, black, care, car. d) she, Peter, meter, Pete.
36. How many consonant letters are in English alphabet?
a) 25 b) 40 c) 20 d) 44
37. How many consonant sounds are in English language?
a) 20 b) 24 c) 40 d) 44
38. How are the English consonants produced?
a) without any obstructions in the mouth cavity.
b) with some frictions
c) the air stream meets an obstruction in the mouth cavity
d) By the help of the lips.
39. According to what principles the English consonants are classified?
a) according to the degree of noise
b) according to the manner of articulation
c) according to the place of articulation
d) all answers are correct.
40. What consonants are distinguished according to the degree of noise?
a) noise consonants and sonorants.
b) rounded and unrounded vowels
c) lip position and tongue position
d) stressed and unstressed.
41. What consonants are distinguished according to the work of vocal chords?
a) rounded and unrounded b) voiced and voiceless
c) stressed and unstressed d) stressed and rounded.
42. What consonants are distinguished according to the manner of articulation?
a) Occlusive b) constrictive
c) occlusive-constrictive d) all answers are correct.
43. What are occlusive consonants?
a) [s, c, k, l, m, n] b) [p, t, k, b, d, g]
c) [n, d, k, p, l, s, z] d) [k, l, d, s, c, p, t]
44. What consonant are distinguished according to the place of articulation?
a) labial b) lingual c) glottal d) all answers are correct.
45. How many types of labial consonants are distinguished?
a) bilabial and labio-dental b) occlusive and constrictive
c) rounded and unrounded d) voiced and voiceless
46. How many types of lingual consonants are distinguished?
a) fore-lingual consonants b) medio-lingual consonants
c) back-lingual consonants d) all answers are correct.
47. Bilabial consonants in English are?
a) [s, k, l, d] b) [p, b, m, w]
c) [p, s, k, t] d) [k, l, n, d, p, s]
48. Labio-dental consonants in English are?

- a) [k] and [g] b) [p] and [l]
 c) [f] and [v] d) [k] and [d]
49. What is glottal consonant?
 a) [h] b) [u] c) [k] d) [b]
50. What is the aspiration?
 a) it is Latin origin
 b) a strong pull of breath in a voiceless interval after the explosion of [p, t, k] before a vowel.
 c) it is the softening of consonants
 d) it is the weakening of consonants.
51. What is the palatalization?
 a) it is the weakening of vowels
 b) it is the shortening of vowels
 c) it is disappearance of vowels
 d) it is the softening of consonants
52. What is the assimilation?
 a) it is the softening of consonants
 b) it is the weakening of consonants
 c) it is the alteration of speech sounds under the influence of neighboring sounds.
 d) it is disappearance of vowels.
53. What is syllable?
 a) it is speech unit which consist of a sound which is more prominent than the others.
 b) it is a speech unit
 c) it is occlusive sound
 d) it is fricative.
54. What is the English sonorant?
 a) [k, g, s, z, t, d, p] b) [m, n, j, l, r, w]
 c) [s, k, m, n, l, w, v] d) [m, n, l, r, k, s, p]
55. Qaysi qatorda “th” harf birikmasining [] varianti keltirilgan?
 a) there, think, the, they b) theatre, there, they, thought
 c) theatre, think, thought, theme d) the, they, think, theme.
56. Qaysi qatordagi so’zlarda “n” harfi o’qilmaydi?
 a) nine, autumn, fugue b) autumn, solemn, column.
 c) knife, listen, ten d) column, number, lesson.
57. Qaysi qatordagi so’zlarda “w” harfi o’qilmaydi?
 a) wrote, write, whom, written.
 b) winter, weather, window, write
 c) weather, wrote, who, whole
 d) whole, window, winter, weather.
58. Qaysi qatordagi so’zlarda “L” harfi o’qilmaydi?
 a) could, little, lesson, bottle b) should, lesson, talk, middle
 c) like, lemon, walk, little d) walk, half, talk, could

59. Qaysi qatordagi soʻzlarda “k” harfi oʻqilmaydi?
 a) knife, knowledge, knee, know b) kind, kitten, kitchen.
 c) kindergarten, kind. Key d) know, knew, kind, key
60. Qaysi qatordagi soʻzlarda “t” harfi oʻqilmaydi?
 a) Lesson, listen, little b) often, castle, listen.
 c) bottle, little, title. d) type, tennis, note
61. Qaysi qatordagi soʻzlarda “h” harfi oʻqilmaydi?
 a) hire, hen, huge b) know, honey, hokkey.
 c) hour, honor, honey d) hokey, hire, hour
62. Qaysi qatordagi soʻzlarda berilgan soʻzdagi harf birikmasi toʻla keltirilgan?
“phrase”
 a) philosophy, phone, photo, physics
 b) pipe, phone, picture, people
 c) pupil, photo, pen, friend
 d) telephone, piano, picture.
63. Qaysi qatordagi soʻzlarda “x” harfining [gz] varianti toʻgʻri keltirilgan?
 a) taxi, exhibition, fox b) box, example, text.
 c) exist, next six. d) exhibition, exist example.
64. Qaysi qatordagi soʻzlarda “s” harfi [z] tarzida talaffuz qilinadi?
 a) easy, some, sister, cozy b) pens, easy, busy, cozy
 c) sofa, system, easy, lesson d) synonym, sister, busy, class
65. Qaysi qatordagi soʻzlarda “C” harfi [k] tarzida oʻqiladi?
 a) oʻclock, cat, came, cut b) cigar, cat, ceiling, cut
 c) come, cut, cigarette, cycle d) cycle, ceiling, came, come.
66. Qaysi qatordagi soʻzlarda “g” harfi [dz] tarzida talaffuz qilinadi.
 a) game, green, page, garden b) guard, grey, huge, golden
 c) age, engineer, page, college. d) garden, grammar, gymnastics.
67. Qaysi qatordagi soʻzlarda “g” harfi [g] tarzida talaffuz qilinadi?
 a) page, garden, college b) game, guard, garden
 c) gate, page, college d) huge, engage, game
68. Qachon “s” harfi [z] tarzida talaffuz qilinadi?
 a) soʻz oxirida jarangli undoshdan soʻng
 b) soʻz oxirida sonor tovushdan soʻng
 c) ikki unli orasida
 d) barcha javoblar toʻgʻri.
69. Find out correct transcription of “please”
 a) [pliz] b) [plez] c) [pli:z] d) [ple:z]
70. How many vowel sounds are in “advice”
 a) 3 b) 2 c) 5 d) 1
71. How many syllables are in “agriculture”
 a) 4 b) 5 c) 3 d) 6
72. How many consonant sounds in are “children”
 a) 6 b) 5 c) 4 d) 3
73. It’s a word with vowels sound [u:] it’s a person who studies at an institute?

- a) engineer b) teacher c) student d) people
74. It's something to wear on cold days, it is a word with vowel sound [ou]. What is it?
a) coat b) dress c) blouse d) umbrella
75. It is a word with vowel sound [u] it is something very sweet. We put it into tea, coffee what is it?
a) bread b) salt c) pepper d) sugar
76. It is a word with vowel sound [ai]. It's frozen water. Rivers, lakes get covered with it in winter. What is it?
a) snow b) ice c) rain d) water
77. It is word with vowel sound [i:] it is something to eat hot or cold what is it?
a) Water b) Bread c) meal d) Coffee
78. It is word with vowel sound [i] it is something to drink. Cheese is made from it. What is it?
a) milk b) soup c) water d) coffee
79. It is a word with vowel sound [o] it is something to drink. We drink it black or with milk. What is it?
a) jam b) soup c) water d) coffee.
80. It is something to have meals at, to sit and to write or to read at. It is a word with vowel sound [ei]. What is it?
a) chair b) table c) sofa d) arm-chair
81. How many syllables are in the word: "congratulations"?
a) 6 syllables b) 4 syllables c) 3 syllables d) 5 syllables
82. What kind of syllables do you know?
a) Voiced and voiceless syllables.
b) Bilabial and labial- dental syllables
c) open and closed syllables
d) Open and glottal syllables.
83. Berilgan so'zlarning qaysi birida belgilangan so'zdagi tovush ishlatiladi? "**night**"
a) task, bride b) milk, city c) past, village d) nice, bright
84. Qaysi qatordagi so'zlarda unli harflarning 4- tur bo'g'inidagi o'qilishi berilgan?
a) care, store, more, fire, type b) large, more, term, fur, firm, type.
c) chair, engineer, good, learn d) felt, note, pen, fine, for, bird
85. Qaysi qatordagi so'zlarda "a" harfining 4 - tur bo'g'inidagi o'qilishi berilgan?
a) dare, spare, care, hare b) cat, hear, shaky, walk.
c) mad, tape, large, care d) able, ravine, bag, cake.
86. Qaysi qatordagi so'zlarda "u" harfining 1 - tur bo'ginida o'qilishi berilgan?
a) tune, our, cut, full b) fuss, plum, mute, about
c) mute, fume, tune, duty d) fine, cup, fore, turn.
87. Qaysi qatordagi so'zlar unli harflarning birinchi turdagi o'qilishi to'g'ri ko'rsatilgan?

- a) chair, boy, new, engineer, sea b) name, lot, fire, cup, pen
c) made, bone, fine, my, tune d) day, may, above, cut, myth.
88. Qaysi qatordagi so'zlarda "o" harfining 1- tur bo'g'inida o'qilishi to'g'ri berilgan?
a) bone, tone, home, stone b) for, boy, point, door
c) out, too, brown, floor d) son, come, dowel, moved
89. Qaysi qatordagi so'zlarda unli harflarning 2- turdagi o'qilishi to'g'ri berilgan?
a) many, more, type, fire, during b) cap, tone, sent, ice, ties, our
c) Flat, bone, out, good, gipsy d) mad, hot, ten, sit, myth, cut.
90. Qaysi qatordagi so'zlarda "c" harfining 4 hil bo'g'inida o'qilishi to'g'ri berilgan?
a) here, me, ten, term b) she, chess, sea, engineer
c) please, pens, here, begin d) pencil, yes, heard, file.
91. Qaysi qatordagi so'zlarda unli harflarning 3- tur bo'g'inidagi o'qilishi to'g'ri ko'rsatilgan?
a) large, fire, cup, my, pen, sit b) fur, fork, car, fir, bird, her
c) store, here, dare, right, cop, sky d) mere, boy, boil, take rain, may
92. Qaysi qatordagi so'zlarda "I" harfining 4-tur bo'g'inidagi o'qilishi to'g'ri berilgan?
a) Spain, point, engineer, firm b) right, sit, again, bird
c) tire, fire, vire, require d) ink, raving, sigh, fir.
93. Qaysi qatordagi so'zlarda "y" harfining 1- tur bo'ginidagi o'qilishi to'g'ri berilgan?
a) sky, fly, cry, dry b) year, yes, grey, gat
c) Day, they, my, toy d) Young, by fly, country
94. Berilgan so'zlarning qay birida belgilangan so'zdagi tovush ishlatiladi?
"theatre"
a) meet b) great c) meeting d) here
95. Berilgan so'zlarning qay birida belgilangan so'zdagi tovush ishlatiladi?
"country"
a) look, go b) book, took c) blood, cut d) cook, home.
96. Berilgan so'zlarning qaysi birida belgilangan so'zdagi tovushi ishlatiladi?
"prepare"
a) pair, care b) pate, sure
c) ago, sure d) o'clock, theatre
97. Berilgan so'zlarning qay birida belgilangan so'zdagi tovush ishlatiladi?
"poor"
a) sure b) use c) door d) window
98. How many syllables are in the word: "agriculture"
a) 5 b) 3 c) 6 d) 4
99. How many syllables are in the word: "consolidation"
a) 6 b) 4 c) 5 d) 2
100. How many syllables are in the word: "congratulations"?
a) 6 syllables b) 4 syllables c) 3 syllables d) 5 syllables

Nazorat uchun savollar

Questions:

1. What is phoneme?
2. Can the phoneme change the meaning of a word?
3. How are the speech sounds produced?
4. How many types of speech sounds are there in English?
5. How are the vowel phonemes produced?
6. How are the consonant phonemes produced?
7. What speech organs do you know?
8. What parts of the tongue are distinguished?
9. What parts of the palate are distinguished?
10. How many types of the organs of speech do you know?
11. According to what principles the English vowel sounds are classified?
12. What vowels are distinguished according to the stability of articulation?
13. What vowels are distinguished according to the lip position and length?
14. What vowels are distinguished according to the tongue position?
15. What is reduction?

Questions:

1. How are the English consonants produced?
2. According to what principles the English consonant sounds are classified?
3. What consonants are distinguished according to the degree of noise?
4. What consonants are distinguished according to the work of vocal chords?
5. What consonants are distinguished according to the place of articulation?
6. How are the labial consonants formed?
7. How are the lingual consonants formed?
8. What consonants are distinguished according to the manner of articulation?
9. How are the occlusive consonants formed?
10. How are the constrictive consonants formed?
11. What is aspiration?
12. What is assimilation?
13. What is palatalization?

Kommunikativ fonetika fanidan umumiy savollar

Introduction and vowels

1. Phonetics as a subject.
2. Phoneme, definition and its functions.
3. Speech sounds: a) vowels b) consonants
4. The organs of speech
5. Classification of vowels.
6. Reduction. Types of reduction

Questions:

1. What is phoneme?
2. Can the phoneme change the meaning of a word?
3. How are the speech sounds produced?
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14. What is reduction?

Consonants.

1. Classification of consonant according to the degree of noise
2. Classification of consonant according to the place of articulation
3. Classification of consonants according to the manner of articulation
4. Aspiration
5. Assimilation
6. Palatalization

Questions:

1. How are the English consonants produced?
2. According to what principles the English consonant sounds are classified?
3. What consonants are distinguished according to the degree of noise?
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9. How are the occlusive consonants formed?
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11. What is aspiration?
12. What is assimilation?
13. What is palatalization?

TARQATMA MATERIALLAR

№ 1

I. Answer the questions :

1. Give information about the English alphabet.
2. What is phoneme?
3. What is aspiration?
4. How are the speech sounds produced?
5. What is the prominence of stressed word expressed by?

II. Transcribe the text :

It is very nice in spring. The sky is often blue. The sun shines brightly in the sky. It is warm. It sometimes rains, but the rain is warm and pleasant. Spring is a hard time for those who live in the country. There is a lot of work in the fields.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 2

I. Answer the questions :

1. What speech organs do you know?
2. How many parts of the palate are distinguished ?
3. What vowels are distinguished according to the stability of articulation?
4. What is syllable?
5. What is assimilation?

II. Transcribe the text :

Autumn is the season of fruit and vegetables. It is the hardest time for country people. They should work hard in the fields. Children always help them with fruit and vegetables in autumn. November is the coldest month in autumn.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 3

I. Answer the questions :

1. Where does the air stream meet an obstruction ?
2. What words have two primary stresses?
3. What parts of the tongue are distinguished?
4. How are the occlusive consonants formed?
5. What is palatalization?

II. Transcribe the text :

After summer comes autumn. The days are shorter than in summer. The weather is not so pleasant as in spring and in summer. It often rains is cold and not pleasant. In September, the first autumn month the school year begins.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 4

I. Answer the questions:

1. What parts of the tongue are distinguished ?
2. What consonants are distinguished according to the stability of articulation?
3. What is intonation? Intonation patterns
4. According to what principles the English vowel sounds are classified?
5. How are the lingual consonants formed?

II. Transcribe the text :

Winter is the coldest season in the year. Sometimes the weather is pleasant. It often snows. Some people like when it snows. There is a lot of snow in the ground. The snow is clean and white. It is pleasant to walk when it is not very cold and it snows.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 5

I. Answer the questions :

1. What is assimilation ?
2. How many types of speech sounds are there in English?
3. How are the labial consonants formed?
4. What is aspiration?
5. What consonants are distinguished according to the work of vocal chords?

II. Transcribe the text :

The teacher asked : When did Socrates live? After a silence had become painful. She ordered : "Open your history book.

What does it say there ?"

Pupil: "Socrates, four hundred sixty nine B.C".

Teacher: "Why didn't you know when they lived ?"

Pupil: "Well, I thought 469 B.C was his telephone number."

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 6

I. Answer the questions :

1. How many vowel letters and sounds are there in Modern English?
2. How many types of syllables are there according to the reading of vowels?
3. What parts of the palate are distinguished?
4. Classification of consonants according to the degree of noise.
5. What is assimilation?

II. Transcribe the text :

Two Englishmen were talking about young people in our days. One of them said : “Young people now are so different from what are so different from what we thirty years ago. Look at that young person, with short hair, smoking a cigarette and wearing jeans”.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 7

I. Answer the questions:

- 1.How are the vowels produced?
- 2.What consonants are distinguished according to the manner of articulation?
- 3.What speech organs do you know?
- 4.What is the intonation?
- 5.How are the constrictive consonants formed?

II. Transcribe the text :

Every year the first year students of the pedagogical institutes go to the practice in the camps. The aim of this practice is to prepare the students for their future role of teachers and educators.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 8

I. Answer the questions :

- 1.Describe the passive organs of speech ?
- 2.What vowels are distinguished according to the lip position and length?
- 3.What is tonogramm?
- 4What is reduction?
- 5.What parts of the palate are distinguished?

II. Transcribe the text :

I see green, I see yellow.	I see pink, I see brown.
I see that funny fellow.	I stand up and I sit down.
I see white, I see black.	I see red, I see blue.
I see this and that and that.	I see you, and you, and you.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 9

I. Answer the questions :

- 1.What kind of speech organs do you know ?
- 2.How are the occlusive consonants formed?
- 3.What vowels are distinguished according to the tongue position?
- 4.What is diphthong?

5. What is palatalization?
- II. Transcribe the text :
- I am a first years student of the Teachers Training Institute. I go to the Institute on week – days. Every day we have lectures or seminars. We study many important subjects. We have three or four lessons in day.
- III. Give 5 examples to these sounds.
- [], [], [], [], []

№ 10

- I. Answer the questions :
- 1.What is phonetics ?
 - 2.What consonants are distinguished according to the place of articulation?
 - 3.How are the lingual consonants formed?
 - 4.What is reduction?
 - 5.What vowels are distinguished according to the lip position and length?
- II. Transcribe the text :
- We learn English at school. We have three lessons in a week. We speak, read and write at our English lessons. We read English texts and do exercises at our lessons. We like our English lessons.
- III. Give 5 examples to these sounds.
- [], [], [], [], []

№ 11

- I. Answer the questions :
- 1.How many types of word stress do you know in Modern English ?
 - 2.According to what principles the English vowel sounds are classified?
 - 3.What is aspiration?
 - 4.How are the labial consonants produced?
 5. What vowels are distinguished to the stability of articulation?
- II. Transcribe the text :
- We are in our house. Our house is big and high. There are many large and small rooms in the house. There are three windows in it. The windows are wide. We like our house very much.
- III. Give 5 examples to these sounds.
- [], [], [], [], []

№ 12

- I. Answer the questions :
- 1.Can the phoneme change the meaning of a word ? (give example)
 - 2.What consonants are distinguished according to the manner of articulation?

3. What is syllable? Types of syllable
4. What is assimilation?
5. What vowels are distinguished according to the lip position and length?

II. Transcribe the text :

I live in Uzbekistan. I am a student. I go to the Institute on weekdays. On Sunday I do not study. The academic year at the Institutes begins on the second of September.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 13

I. Answer the questions :

1. What kind of speech organs do you know ?
2. What is reduction?
3. What consonants are distinguished according to the work of vocal chords?
4. How are the labial consonants formed?
5. What is palatalization?

II. Transcribe the text :

A year consists of three hundred and sixty five days. It is divided into twelve months and into fifty two weeks. Seven days form a week, which are called : Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

III. Give 5 examples to these sounds.

[], [], [], [], []

№ 14

III. Answer the questions :

1. How are the lingual consonants formed?
2. What consonants are distinguished according to the work of vocal chords?
3. What is aspiration?
4. What is sentence stress?
5. Describe the passive organs of speech ?

IV. Transcribe the text :

Every year the first year students of the pedagogical institutes go to the practice in the camps. The aim of this practice is to prepare the students for their future role of teachers and educators.

III. Give 5 examples to these sounds.

[ɔ:], [ɪ:], [], [], []

Handout 1. Read the following words paying special attention to correct pronunciation. [ɪ:] – [ɪ]

	[ɪ:]		[ɪ]		[ɪ:]	[ɪ]
Be	bead	beat	did	it	beat	bit
He	heed	heat	bid	bit	seat	sit
Fee	feed	feet	lid	lit	eat	it
See	seed	seat	kid	kit	cheap	chip
Tea	teas	teeth	pill	pit	read	rid
Pea	peas	peace	nib	nip	peel	pill
Knee	knees	niece	lip	lit	leap	lip

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- (c) Pete; Pete eats; Pete eats meat; Pete eats lean meat; Steve and Pete eat lean meat; Steve and Pete eat lean meat and green beans; please, Steve and Pete, eat lean meat and green beans.
- (d) ease; with equal ease; Japanese with equal ease; Chinese and Japanese with equal ease; speaks Chinese and Japanese with equal ease; he speaks Chinese and Japanese with equal ease.

Handout 1. Read the following words paying special attention to their pronunciation.

[æ] - [e]

	[æ]		[e]		[æ] - [e]
Apple	catch	men	get		bat - bet
Ann	match	pen	met		bag - beg
Alice	happy	hen	best		rat - red
That	back	bread	press		shall - shell
Black	bag	red	neck		sad - said
Cat	gas	bell	left		man - men
Man	chapter	sell	mess		Pat - pet
Sad	lab	fell	bed		bad - bed
Africa	hat	ready	let		sat - set

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- (d) a rat; a fat rat; catching a fat rat; a cat catching a fat rat; a black cat catching a fat rat.
- (e) his hands; clipping his hands; a man clipping his hands; a fat man clipping his hands; a fat man clipping his hands is Pat's Dad.
- (f) a hat; a black hat; Pat's black hat; a cat is in Pat's black hat; a black cat is in Pat's black hat; Pat's black cat is in Pat's black hat.

Handout 1. Read the following words paying special attention to their pronunciation.

[ɔ:] - [ɔ]

[ɔ]	[ɔ:]	[ɔ] - [ɔ:]
-----	------	------------

Odd	spot	or	sport	fog - fork
Dog	clock	bore	fork	spot - sport
Job	got	core	bought	Bob - born
Bob	boss	saw	thought	Polly - Paul
Tom	not	short	autumn	odd - lord
Golf	stock	horn	daughter	pot - port
Fog	frog	born	naughty	cock - cork
Lost	cock	law	port	

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

(d) a dog; a hot dog; a big hot dog; a nice big hot dog; a nice big hot dog is Bob's

(e) a bottle; a water bottle; a hot water bottle; don't warm a hot water bottle.

(f) horses; four horses; drawn by four horses; was drawn by four horses; the cart he bought was drawn by four horses.

Handout 1. Read the following words paying special attention to their pronunciation.

[ʌ] - [ɑ:]

	[ʌ]		[ɑ:]		[ʌ] - [ɑ:]
Come	luck	far	last		duck - dark
Some	duck	bar	party		shut - sharp
Run	shut	car	smart		mother - father
Fun	must	star	card		luck - last
Club	cup	scar	last		must - mask
Country	up	dark	task		cut - card
Nut	none	spark	calm		buck - bark
Done	but	park	palm		
Tudd	cut	art	hard		

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

c) Charles; hard on Charles; rather hard on Charles; Father's rather hard on Charles.

d) Supper; bun for supper; buttered bun for super; crusty buttered bun for supper; a lovely crusty buttered bun for supper .

Handout 1. Read the following words paying special attention to their pronunciation.

[u] - [u:]

	[u]		[u:]		[u] - [u:]
wood	look	flu	loose		look - Luke
hood	cook	two	moon		pull - pool
good	book	pool	goose		full - fool
could	took	fool	stool		book - boot
sugar	shook	cool	tooth		took - tooth
full	put	noon	fruit		cook - cool
pudding	foot	food	who		foot - food

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

a) book; cookery-book; look at the cookery book; the cook looks at the cookery-book

b) spoon; a wooden spoon; a good wooden spoon; a good blue wooden spoon; choose a good blue wooden spoon.

Handout 1. Read the following words paying special attention to their pronunciation.

[ə:] - [ɔ:]

	[ə:]		[ɔ:]		[ə:] - [ɔ:]
Sir	work	four	thought	her	- horn
Bird	world	more	bought	bird	- board
First	word	bore	short	work	- walk
Shirt	serve	saw	horse	burn	- born
Heard	birthday	board	daughter	curl	- call
Earth	nurse	small	taught	first	- forse
Hurt	purpose	wall	port	shirt	- short
Curl	curtain	morning	sport	pearl	- Paul

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

d) purpose; serve no purpose; the work will serve no purpose.

e) a girl; a circus girl; Pearl is a circus girl; Pearl is a circus girl who works; Pearl is a circus girl who works with horses.

f) birthday; firth birthday; thirty-first birthday; pearls for her thirty-first birthday.

Handout 1. Read the following words paying special attention to their pronunciation.

[ə] - [ɪ]

	[ə]	[ɪ]	[ə] - [ɪ]
Appear	kick	affect	- effect
Achieve	dig	accept	- except
Perhaps	pick	sitter	- city
Understand	kill	offers	- office
Sooner	hill	better	- Betty
Colour	kiss	fisher	- fishy
Picture	pig	razors	- raises
Murder	middle	officers	- offices
Sailor	little		

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

c) a photograph; a photograph of her mother; a photograph of her mother and father; a photograph of her mother, father and brother; a photograph of her mother, father and younger brother.

d) America; about South America; a book about South America; a beautiful book about South America.

Handout 1. Read the following words paying special attention to their pronunciation.

[ɛə] - [ɪə]

	[ɛə]		[ɪə]		[ɛə] - [ɪə]
Hare	compare	zero	appear	hare	- here

Dare	repair	here	career	bear - beer
Pair	declare	deer	museum	air - ear
Air	affair	ear	material	fair - fear
Care	prepare	mere	idea	dare - deer
Hair	aware	beer	clear	Clare - clear
Fair	spare	near	interfere	a pair - appear

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- d) share; fair share; their fair share; it's their fair share.
- e) there; down there; Mary down there; there's Mary down there; I swear there's Mary down there; I dare swear there's Mary down there.
- f) Can you hear? Can you hear clearly? Can you hear clearly from here?

Handout 1. Read the following words paying special attention to their pronunciation.

[au] - [əu]

[au]	[əu]	[au] - [əu]		
Wow	mouse	show	role	now - know
Now	house	snow	smoke	loud - load
Loud	south	low	vote	found - phoned
Crowd	shout	home	soap	row - row
Down	found	road	coat	doubt - dote
Round	town	cold	boat	town - tone
How	row	bowl	hope	

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- d) Rose; know Rose; you know Rose; suppose you know Rose; don't suppose you know Rose; I don't suppose you know Rose.
- e) Ground; mouse on the ground; a brown mouse on the ground; found a brown mouse on the ground;
- f) mouse on the ground; this owl has found a brown mouse on the ground.

Handout 1. Read the following words paying special attention to their pronunciation.

[aɪ] - [eɪ]

[aɪ]	[eɪ]	[aɪ] - [eɪ]		
I	idea	pay	pain	white - wait
My	rhyme	day	cake	rice - race
Tie	time	they	shape	like - lake
Bye	kite	take	face	file - fail
Pie	wild	game	rain	light - late
Lie	wife	again	gain	lied - laid
Die	child	stay	shake	might - mate
White	life	lay	make	rise - raise

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) days; eight days; eighty-eight days; takes eighty-eight days; it takes eighty-eight days; they say it takes eighty-eight days.

- d) station; a railway station; waiting at a railway station; a train waiting at a railway station; a train waiting at a railway station on a rainy day; a train waiting at a railway station on a grey rainy day.

Handout 1. Read the following words paying special attention to their pronunciation.

[ɔɪ] - [aɪ]

[ɔɪ]		[aɪ]		[ɔɪ] - [aɪ]
Boy	point	my	white	boy - buy
joy	coin	why	right	toy - tie
injoy	voice	try	side	oil - isle
toy	choice	ride	tide	voice - vice
employ	spoil	wide	light	foil - file
destroy	oil	side	fried	point - paint
join	poison	high	fly	Roy - ride

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- b) Mike; Mike and Myra; Mike and Myra take; Mike and Myra take enjoyment; Mike and Myra take enjoyment in spoiling; Mike and Myra take enjoyment in spoiling toys.

- b) oil; point of oil; boiling point of oil; What's the boiling point of oil?

Handout 1. Read the following words paying special attention to their pronunciation.

[p] - [b]

[p]		[b]		[p] - [b]
pen	pepper	bag	belt	pin - bin
pan	paper	baby	rubber	pen - Ben
pond	apple	block	table	pond - bond
part	port	Bob	member	pig - big
pony	stupid	big	hobby	pack - back
please	sport	bit	balcony	puppy - baby
put	puppy	black	back	cap - lab

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) a passenger; a purposeful passenger; a prosperous purposeful passenger; a plump, prosperous, purposeful passenger; portrait of a plump, prosperous, purposeful passenger; portrait of a plump, prosperous purposeful passenger with a pipe.

- d) beer; brown beer; best brown beer; a bottle of best brown beer; bring a bottle of best brown beer; Bob, bring a bottle of best brown beer.

Handout 1. Read the following words paying special attention to their pronunciation.

[t] - [d]

[t]		[d]		[t] - [d]
time	telephone	do	daughter	tie - die
town	twenty	dog	dangerous	mate - made
taxi	between	drive	Monday	heart - hard
tell	temperature	dinner	lady	late - laid

teacher	water	dirty	afraid	coat - code
twelve	storm	day	holiday	two - do
trousers	after	date	already	set - said

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) eight; to eight; a quarter to eight; till a quarter to eight; arrive till a quarter to eight; won't arrive till a quarter to eight; the train won't arrive till a quarter to eight.
- d) concert; to the concert; straight to the concert; taxi straight to the concert; take a taxi straight to the concert; you'd better take a taxi straight to the concert.

Handout 1. Read the following words paying special attention to their pronunciation.

[k] - [g]

[k]		[g]		[k] - [g]
can	book	gate	dig	cave - gave
car	back	garden	frog	cards - guards
care	black	green	flag	cold - gold
cause	market	great	plug	could - good
kind	weaker	good	dog	class - glass
kill	second	grass	forget	back - bag
kitten	like	game	tiger	coal - goal

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) August; school in August; a language school in August; to go to a language school in August; idea to go to a language school in August; great idea to go to a language school in August; it's a great idea to do to a language school in August.
- d) awake; to keep me awake; coffee to keep me awake; cups of coffee to keep me awake; a couple of cups of coffee to keep me awake; I have a couple of cups of coffee to keep me awake.

Handout 1. Read the following words paying special attention to their pronunciation.

[n] - [m]

[n]		[m]		[n] - [m]
now	button	more	remember	sun - some
near	cotton	meal	family	nail - mail
name	noon	miss	woman	near - mere
never	often	mind	German	nor - more
north	listen	mister	member	none - mum
neither	down	milk	memory	Nike - Mike
need	event	money	remarkable	nine - mine

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) Memphis; museum in Memphis; mammoth in the museum at Memphis; an immense mammoth in the museum at Memphis.

d) line; pen line; a fine pen line; again with a fine pen line; again and again with a fine pen line; his name again and again with a fine pen line; sign his name again and again with a fine pen line; Brown signs his name again and again with a fine pen line.

Handout 1. Read the following words paying special attention to their pronunciation.

[n] - [ŋ]				[n] - [ŋ]	
[n]		[ŋ]		[n] - [ŋ]	
knit	burn	thing	morning	thin - think	
nest	channel	king	evening	win - wing	
nasty	funny	song	strong	ran - rang	
nurse	dinner	ring	restaurant	kin - king	
noise	enough	wrong	going	son - song	
nut	finish	young	sing	gone - going	
Know	bananas	bring	long	alone - long	

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

c) songs; spring songs; singing spring songs; birds singing spring songs; listening to birds singing spring songs; like listening to birds singing spring songs; nothing like listening to birds singing spring songs; there is nothing like listening to birds singing spring songs.

d) hungry; is hungry; Ben is angry when he is hungry.

Handout 1. Read the following words paying special attention to their pronunciation.

[f] - [v]				[f] - [v]	
[f]		[v]		[f] - [v]	
fit	leaf	view	ever	van - fan	
fat	safe	village	forever	veal - feel	
feel	life	cave	cover	vast - fast	
farm	knife	save	divide	believe - belief	
fair	half	review	vegetable	vine - fine	
four	enough	over	volleyball	alive - a life	
five	coffee	lover	vase	prove - proof	

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

Vicar; a village vicar; versus a village vicar; devils versus a village vicar; evil devils versus a village vicar; seven evil devils versus a village vicar.

Handout 1. Read the following words paying special attention to their pronunciation.

[v] - [w]				[v] - [w]	
[v]		[w]		[v] - [w]	
Victor	five	white	twenty	via - wire	
violet	give	world	sweet	vile - while	
vest	drive	wear	twice	vine - wine	
verse	have	word	queen	vein - wane	
even	advice	worn	twist	veil - wail	
vodka	travel	wheel	quite	veal - wheel	

velvet never work twins vend - wend

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) improve; I'll improve; eventually I'll improve, over again eventually I'll improve; over and over again eventually I'll improve; if I say it over and over again eventually I'll improve.
- d) wardrobe; woodwork of his wardrobe; worm in the woodwork of his wardrobe; woodworm in the woodwork of his wardrobe; William is worried about woodworm in the woodwork of his wardrobe.

Handout 1. Read the following words paying special attention to their pronunciation.

[s] - [z]

[s]		[z]		[s] - [z]
seem	miss	zebra	dozen	ice - eyes
soft	glass	zone	rise	rice - rise
slow	looks	zero	raise	once - one's
skin	wants	zoo	busy	false - falls
sweet	nice	has	easy	race - raise
city	serious	his	nosy	see - season
cinema	yes	nasal	lazy	

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) smile; an irresistible smile; has an irresistible smile; Sally has an irresistible smile; Sam thinks Sally has an irresistible smile.
- d) roses; over the roses; flying over the roses; bees are flying over the roses; the busy bees are flying over the roses.

Handout 1. Read the following words paying special attention to their pronunciation.

[s] - [ʃ]

[s]		[ʃ]		[s] - [ʃ]
see	miss	show	splash	same - shame
sit	necessary	ship	English	sock - shock
said	mouse	shame	Spanish	see - she
song	promise	shake	Danish	sort - short
since	house	share	machine	sea - sheep
certain	basket	sugar	special	past - push
sister	kiss	shelf	musician	snake - shake

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) dishes; wash dishes; don't wash dishes; wishes don't wash dishes.
- d) seawards; surer seawards; sail surer seawards; should sail surer seawards; sails should sail surer seawards; short sails should sail surer seawards.

Handout 1. Read the following words paying special attention to their pronunciation.

[tʃ] - [ʃ]

[tʃ]		[ʃ]		[tʃ] - [ʃ]
chair	watch	shy	wish	switch - wish

chance	catch	short	fish	chop - shop
choose	match	shop	dish	cheap - sheep
church	future	shine	fresh	chair – share
cheap	nature	sure	push	watch - wash
change	picture	shock	nation	chips - ships
children	lecture	shake	station	much – mushroom

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) watch chain; Dutch cheese; catch Charles; catch a chill; such chips.
- d) dispatches; matches and dispatches; catches, matches and dispatches.

Handout 1. Read the following words paying special attention to their pronunciation.

[ʒ] - [dʒ]

[ʒ]		[dʒ]
pleasure	jaw	imagine
measure	jump	region
treasure	joke	engage
leisure	June	message
revision	general	manage
mirage	judge	subject
television	gym	gentleman

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) junior; Jones junior; John Jones junior; John Jones junior is a gentleman; John Jones junior is a joyful gentleman; John Jones junior is a joyful gentleman who likes jokes; John Jones junior is a joyful gentleman who likes jokes and jam.
- d) language; the German language; learning the German language; Jim learning the German language; Jack and Jim learning the German language; Just imagine Jack and Jim learning the German language.

Handout 1. Read the following words paying special attention to their pronunciation.

[l] - [r]

[l]		[r]		[l] - [r]
lady	fall	rain	agree	light - right
land	feel	read	bread	low - row
late	people	red	drink	collect - correct
last	eleven	rest	every	alive - arrive
laugh	yellow	real	bring	long - wrong
learn	early	right	foreign	fly - fry
long	already	road	right	let – red

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) lake; a lovely lake; island in a lovely lake; a large island in a lovely lake; a hill on a large island in a lovely lake; a low hill on a large island in a lovely lake;

lying on a low hill on a large island in large island in a lovely lake; lying on a low hill on a large island in a lovely lake.

- d) the track; across the track; a tree-trunk across the track; trapped by a tree-trunk across the track; trucks are trapped by a tree-trunk across the track; this train and its trucks are trapped by a tree-trunk across the track.

Handout 1. Read the following words paying special attention to their pronunciation.

[θ] - [ð]

	[θ]		[ð]		[θ] - [ð]
think	both	this	with	author	- other
thing	breath	that	mother	Martha	- mother
thin	earth	these	either	Bertha	- further
thirsty	health	there	weather	theatre	- together
throw	month	they	together	earth	- worth
three	wealth	then	father	Arthur	- rather
thousand	author	them	rather	birth	- brother

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) that; than that; rather than that; anything rather than that; I'll do anything rather than that.

- d) both; thanks to you both; a thousand thanks to you both.

Handout 1. Read the following words paying special attention to their pronunciation.

[h] – no [h]

	[h]		silent [h]		[h] – no [h]
half	behind	hour	exhibition	hand	- and
hand	anyhow	honest	forehead	hall	- all
head	greenhouse	rhyme	Birmingham	high	- eye
heart	happy	rhythm	which	hear	- ear
heavy	hill	what	forefinger	hate	- eight
high	housewife	when	honey	hair	- air
hear	hold	where	why	heart	- art

Handout 2. Read the following sense-groups and pay attention to their pronunciation.

- c) a hammer; a heavy hammer; herself with a heavy hammer; hit herself with a heavy hammer; Hilda hit herself with a heavy hammer.

- d) the horn; the horn of the hunter; the horn of the hunter was heard; the horn of the hunter was heard on the hill.

SILENT LETTERS

Silent r

final position: car, fur, poor, later, prefer, near

before consonants: harm, bird, turn, short, pearl

before silent e: there, care, pure, fire, here, bore

Silent s

aisle, island, isle

Silent w

Wrong, whole, who, whose, wrist, wrap

Silent n

column, solemn, autumn

Silent k before n

know, knock, knee, knife, knew

Silent g

gnome, campaign, sign, foreign, night

Silent t

listen, castle, whistle, Charismas, soften, often, musn't

Silent d

handsome, handkerchief, grandmother, grandfather, Wednesday

Silent h

honest, forehead, hour, exhibition, rhyme, Birmingham, rhythm, which, what, rhyme, Birmingham, rhythm, which, what, high, housewife, when, honey, where, why, whistle

Glossary

Affricates	Affricatlar (birinchi fazasi portlovchi, ikkinchi fazasi esa sirg'aluvchi bo'lgan shovqinli undoshlar)	Аффрикаты
Air-passage	Xavo o'tish yo'li (nafas yo'li)	Проход для воздуха
Alphabet	Alfavit, alifbo	алфавит, азбука
Alternation	morfemadagi tovushlarni almashtirish orqali so'z yasash yoki so'z o'zgartirish	Чередование
Alveolar	Alveolyar (Milk) undoshi	Альвеолярный consonant согласный
Apical	apical(undosh tovush hosil bo'lishida o'tkirlashuvi)	Апикальный
Articulate	Talaffuz qilmoq, artikulyasiya qilmoq	Артикулировать
Articulation	Artikulatsiya (tovushning hosil bo'lishida ishtirok etuvchi fiziologik mexanizm)	Артикуляция
Aspiration	Aspiratsiya (jarangsiz portlovchi undoshlar undoshlarning talaffuzida nafasning ishtiroki)	аспирация, придыхание
Assimilation	Assimilatsiya (undoshlarning o'zaro moslashuvini ko'rsatuvchi fonetik jarayon)	ассимиляция
Auditors	Auditorlar	Аудиторы, слушатели

Back advanced Vowels	Til oldi yo'nalishidagi orqa qator undoshlari	гласные заднего ряда
Back lingual consonants	Til orqa undoshlari	Заднеязычные согласные
Back of the tongue	Tilning orqa qismi	Задняя часть языка
Back retracted Vowels	Chuqur til orqa unlilari	Гласные заднего ряда
Back vowels	Orqa qator unlilari	Гласные заднего ряда
Back wall of the pharynx	Xalqumning orqa devoir	Задняя стенка зева
Bilabial sonants	lab-lab undoshlar	Двугубый сонанты
Blade of the tongue	Til gavdasining oldingi qismi	Передняя часть языка
Central vowels	Til o'rta unlilari	Гласные среднего языка
Classification	Klassifikatsiya (o'rganilayotgan yoki grammatik vositalar kategoriyalarining bir-biridan farq qiluvchi xususiyatlari jamlanadigan jadval	Классификация
Close syllable	Yopiq bo'g'in	Закрытый слог
Combination	Birikma	Сочетание
Communication	Fikirni so'z bilan bayon qilish	Сообщение
Complete assimilation	To'liq assimilatsiya	Полная редукция
Component	Komponent; butunning elementi	Компонент
Consonant	Undosh	Согласный
Constrictive	sirg'aluvchi	Щелевой
Dash	chiziqcha (tonogrammada Ishlatiladi)	Тире (используется в тонограмме)
Define	ta'riflamoq aniqlamoq	Определить
Definition	Ta'rif(masalaning mohiyatini	Определение
Dental consonants	Tish undoshlari	Зубные согласные
Descending scale	Pastga tushuvchi ohangni Belgilovchi shkala	Понижающаяся шкала синтагмы
Descriptive phonetics	Tasviriy fonetika(fonetik tahlillarni Cinxron jihatdan tahlil qilish	Описательная фонетика

Dialect	Sheva	Диалект
Diphthong	Diftong (ikki elementdan yadro va glayddan Tashkil topuvchi unli tovush)	Дифтонг
Diphthongize	Diftonglashtirmoq (talaffuzda bir unli o'rniga ikki tovush xos xususiyatni bermoq)	Дифтонгизировать
Diphthongoid	Diftongoid	Дифтонгоид
Distinctive feature	Farqlash belgisi	Различительный признак
Dot	(Tonogrammada ishlatiladi)	Точка (используется в Тonoграммах)
Drills	Talaffuz uchun mashqlar	Произносительные Упражнения
Ear –training	Eshitishni mashq qilish (nutqning fonetik xususiyatlarini bilish malakalarini asta-sekin va muntazam oshirib boorish)	Тренировка слуха
Elision	Eliziya (tarixiy reduksiyaning turi bo'lib bunda unli tovush buntulay tushib qoladi)	
Emotion	(paralingivistik vositalar yordamida Ifodalangan his-tuygu)	Эмоция. Чувства
Emphasis	Emfatik ajratish, emfatik vositalar Orqali ajratish	Эмфаза. Выразительность
Esmphatik stres	Emfatik urg'u	Эмфатическое Ударение
Exclamation	Xitob	Восклицание
Explosion	Portlash	Взрыв
Fall	Pasayish (gapdagi intonatsiyaning O'zgarishi)	Падение. Спад
Falling	Pastga tushuvchi	Нисходящий
Fall-rise	Pasayib-ko'tariluvchi oxang	Нисходящий-восходящий тон
Falling tone	pasayuvchi oxang	Нисходящий тон
Final	so'nggi, oxirgi	Конечный
Flow of air	Xavo oqimi	Поток воздуха
Force	Kuch	
Fricative	Sirg'aluvchi undosh	Фрикативный
Front of the Tongue	Tilning old qismi	Передняя часть языка
Front retracted vowels	Orqa yo'nalishdagi til oldi unlilari	Гласные переднего отодвинутого назад

		ряда
Front vowels	Til oldi unilari	Гласные переднего ряда
General Question	Umumiy savol	Общий вопрос
Gliding	Bir unli sifatining ikkinchisiga ko'chishi	Скольжения
Glottal consonants	Bo'g'iz undoshlari	Гортанные Согласные
Incomplete Obstruction	Yarim to'siq (uning yordamida sirg'aluvchi undoshlar hosil bo'ladi)	Частичная преграда
Interdental consonants	Tishlar oralig'ida talaffuz qilinuvchi undosh	Межзубный согласный
Intonation	Intonatsiya	Интонация
Intonation patterns	Muayyan fono-sintaktik strukturalarni ifodalovchi intonatsiya modellari	Интонационные структуры
Jaw	Jag'	Челюсть
Labial	Lablangan (labning aktiv ishtrokida Talaffuz qilinuvchi tovushlar)	Губной
Labialised vowel	Lablangan unli	Лабиализованный Гласный
Labio-dental Consonant	Lab-tish undoshi	Губно-зубной согласный
Length	Cho'ziqlik	Долгота
Low fall	Qisqa diapozondagi urg'usiz yoki yarim urg'uli sintagmalarda namoyon bo'ladigan pasayuvchi ohang	Нисходящий тон
Low rise	urg'uli sintagmalarda namoyon bo'ladigan ko'tariluvchi ohang	Восходящий тон
Long vowel	Cho'ziq unli	Долгий гласный
Lingual consonants	Til undoshlari	Язычные Согласные
Lip-position	Labning xolati	Положение губ
Linking	bog'lovchi	Связующее
Lungs	O'pka	Легкие
Medial vowels	O'rta ko'tarilishdagi unilar	Гласный среднего подъема
Melody	Melodiya (ovoz ohangining Tebranish tezligi)	Мелодия
Methods of Phonetic	Fonetik tahlil metodlari	Метод фонетического анализа

analysis		
Methods of teaching Pronunciation	Chet tili talaffuzini metodlari	Методы обучения произношению
Middle part of the tongue	Tilning o'rta qismi	Средняя часть языка
Mid-open vowel	O'rta ochiq unli	Гласный среднего Подъёма
Mixed vowels	Aralash qator unlilar	Гласные смешанного Ряда
Monophthong	Monoftong	Монофтонг
Monosyllabic	Bir bo'g'inli	Односложный
Mouth cavity	Og'iz bo'shlig'i	Полости рта
Narrowing	Toraytirish	Сужение
Nasal	Burun (tovushlari)	Носовой
Nasal cavity	Burun bo'shlig'i	Полость носа
Nasal consonants	Burun undoshlari	Носовые согласные
Neutral	Neytral	Нейтральный
Noise	Shovqin	Шум
Noise consonants	Shovqinli undoshlar	Шумные согласные
Nucleus	Fonemaning yadrosi	Ядро

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O'QUV ADABIYOTLARI, DARSLIK VA O'QUV QOLLANMALAR

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KOMMUNIKATIV FONETIKA FANIDAN O'QUV MATERIALLARI.

INTRODUCTION TO THE ENGLISH PHONETICS.

Phonetics. General introduction

Phoneme. Definition and its functions

Speech sounds: (a) Vowels, (b) Consonants

Organs of speech

Classification of vowels: according to stability of articulation

a) Monophthongs

b) Diphthongs

c) Diphthongoids

Classification of vowels according to lip position and length

b) rounded vowels

c) unrounded vowels

Classification of vowels according to the tongue position

Reduction of vowels

INTRODUCTION. SPEECH SOUNDS. THE ORGANS OF SPEECH CLASSIFICATION OF VOWELS

What is phonetics?

It is the branch of linguistics. It's taken from the Greek word "phone"-meaning sound, voice and "tics" a science. So "phonetics"-is a science which studies the phonetic rules, sounds, stress, syllables and intonation.

What is phoneme?

Phoneme is the smallest constructive language unit and it can change the meaning of a word.

For ex: hit-sit big-dig bag-bad
 cap-cup cat-cut milk-silk

What about speech sounds?

There are two types of speech sounds: vowels and consonants. Speech sounds are produced by the help of speech organs.

The organs of speech

The organs of speech are important in our life, because we can't explain our feelings without them. The organs of speech in English are:

The lungs

Vocal chords

Windpipe

Larynx

Pharynx

Uvula

Palate

Alveolar

Lips

Tongue

Mouth cavity
Nasal cavity
Teeth

Tongue is divided into: tip, blade, front, central parts. Palate consists of two parts: front part of the palate is called hard palate and back part is called soft palate.

2. The organs of speech are divided into:

- 1) Active organs of speech
- 2) Passive organs of speech

The active organs of speech are: the lungs, vocal chords, pharynx, lips, soft palate and tongue.

The passive organs of speech are: wind pipe, uvula, larynx, teeth, alveolar and hard palate.

THE ENGLISH VOWELS

There are two types of speech sounds:

- 1) Vowels
- 2) Consonants

How are the English vowels produced?

If the air stream which comes out from the lungs doesn't meet any obstruction in the mouth cavity the vowels are produced.

When consonants are produced a kind of noise producing obstruction is formed in the mouth cavity.

There are 26 letters in English alphabet:

6 of them are vowels (a, o, u, e, i, y) and 20 of them are consonants (b, c, d, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z)

By the help of vowels we divided syllables into :

- a) open syllables
- b) closed syllables

If the word or syllable ends with vowel letter we may call it open syllable.

Ex: dully, today, white, please, funny, blue, rule etc.

If the word or syllable ends with consonant letter we may call it close syllable. Ex: window, pencil, remember, finish, class, friend.

CLASSIFICATION OF VOWELS

All English vowels sounds are classified according to the following principles:

- 1) According to the stability of articulation
- 2) According to the lip position and length
- 3) According to the tongue position

According to the stability of articulation vowel sounds are divided into: Monophthongs, diphthongs and diphthongoids.

MONOPHTHONGS

Monophthongs are such vowels in producing of them the organs of speech are not changed. "Monophthong" means "One sound" There are 10 monophthongs : 7 of them are short monophthongs and 3 of them are long monophthongs.

short monophthons are :[æ] [ʌ] [ɔ] [ə] [ɪ] [e] [u]

long monophthons are: [ɔ:] [ə:] [ɑ:]

[æ] = black, bag, cap, map, car, sad

[ʌ] = cut, nut, butter, such, culture

[u] = book, look, could, put, push

[ɪ] = system, synonym, hill, milk

[ɔ] = hot, pot, clock, sorry, want

[ə] = about, absent, student, above

[e] = men, better, head, cherry

[ɔ:] = short, sport, door, more

[ə:] = term, girl, fur, earth

[ɑ:] = car, grass, half, dance

DIPHTHONGS

Diphthongs are such vowels which consist of two elements. The first element of the diphthong is called “the nucleus” and the second is “the glide”. The nucleus is strong and distinct than glide.

Diphthong means “two sounds” in producing of them the organs of speech are changed. There 8 diphthongs in English. They are:

[eɪ] = plate, cake, lake, came

[aɪ] = hide, like, high, light, night

[ɔɪ] = boy, boil, noise, spoil

[ou] = home, tone, old, bone, cold

[uə] = poor, tour, tourist

[eə] = care, spare, hair, air, fare

[ɪə] = hear, theatre, real, idea

[aʊ] = how, now, mouse, sound

DIPHTHONGOIDS

Diphthongoids have a slight change in their producing but this change is not distinct as it is in the case of diphthongs. There are 2 diphthongoids in English: Diphthongoid means “like diphthongs”

[ɪ:] = sea, see, meat, need, read, tea.

[u:] = moon, spoon, rule, blue.

CLASSIFICATION OF VOWELS ACCORDING TO THE LIP POSITION AND LENGTH.

According to this principle two types of vowels are distinguished: rounded and unrounded vowels. If the lips take round position in articulating vowel phonemes we produce rounded vowels. They are:

[u] = book, push, full, look, could

[u:] = moon, noon, two, spoon

[ɔ] = doctor, spot, clock, hot

[ɔ:] = door, fall, daughter

If in articulating vowels the lips neutral or spread the unrounded vowels are produced. They are:

- [ɪ] = kick, hill, will, Bill
- [e] = hen, red, bread
- [i:] = meet, see, meat, sea
- [æ] = bag, splash, carrot, hat
- [ə] = doctor, logical, grammar
- [ʌ] = such, mutton, butter
- [ɑ:] = far, scar, chance, class
- [ə:] = bird, heard, firm

Vowels are also distinguished according to the length. Here they are divided into long [ɔ:] [ə:] [ɑ:] [i:] [u:] and short [æ] [ʌ] [ɔ] [ə] [ɪ] [e] [u]

CLASSIFICATION OF VOWELS ACCORDING TO THE TONGUE POSITION.

According to the tongue position the following vowels are distinguished

- 1) Front vowels
- 2) Front retracted vowel
- 3) Central vowels
- 4) Back vowels
- 5) Back advanced vowel

Front vowels are produced in the front part of the mouth. In producing them front part of the tongue is raised to the hard palate. They are: [i:] [æ] [e]. When the tongue is in front of the mouth, but lightly retracted a vowel is produced. There is only one front – retracted vowel is produced. There is only one front – retracted vowel phoneme in English. It is [ɪ] In articulating vowels if the front part of the tongue is raised towards the back part of the hard palate the central vowels are produced. They are: [ə] [ʌ] [ə:]. Back vowels are such vowels in articulation of which the tongue is in the back part of the mouth and the back part of the tongue is raised towards the soft palate. English back vowels are. [ɑ:] [ɔ:] [ɔ] [u:]

There is only one back – advanced vowel in English it is [u]. In its articulation the tongue is in the back part of the mouth, but it is slightly advanced and the central part of it is raised towards the soft palate.

REDUCTION

Reduction is the shortening, weakening and disappearance of vowels in unstressed position. Reduction is closely connected with word stress and sentence stress. Three types of reduction are noticed in English, they are:

- 1) Complete reduction
- 2) Qualitative reduction
- 3) Quantitative reduction

1) **Complete reduction.** In this type of reduction there exists elision of vowels in unstressed position.

Garden [gɑ:dn] Lesson [lesn]
Cotton [kɒtn]

- 2) **Qualitative reduction.** It occurs when obstruction effects both long and short vowels at the result of this there exists qualitative change of vowels in unstressed position

About [əbaʊt]

Doctor [dɒktə] Student [stju:dənt]

- 3) **Quantitative reduction.** It is the shortening of vowels in unstressed position.

Be [bi:]

We [wi:] He [hi:]

CLASSIFICATION OF CONSONANTS.

There are 26 letters in English alphabet and they make 44 sounds: 6 vowels make 20 vowel sounds and 20 consonant letters make 24 consonants sounds.

How are the English consonants formed?

If the air stream which comes out from the lung meets an obstruction in the mouth cavity the English consonants are formed. Consonants are classified to the following principles:

- 4) Classification of consonants according to the degree of noise
- 5) Classification of consonants according to the place of articulation
- 6) Classification of consonants according to the manner of articulation

CLASSIFICATION OF CONSONANTS ACCORDING TO THE DEGREE OF NOISE.

According to the degree of noise we distinguish two types of consonants: noise consonants and sonorants. According to the work of vocal chords noise consonants are divided in to two groups. They are voiced and voiceless consonants. The voiced consonants in English are [b] [d] [g] [v] [z] [dʒ] [ʒ] [ð] and the voiceless consonants are [p] [t] [k] [f] [s] [tʃ] [ʃ] [θ]

[b] = baby, bacon, ball

[d] = dad, day, diamond

[g] = game, garden, gargle

[v] = village, view, vine

[z] = zebra, season, easy

[ð] = they, them, that

[ʒ] = pleasure, treasure

[dʒ] = age, gymnastic

[p] = pick, paper, pipe

[t] = teacher, talk, today

[k] = kick, clock, class

[f] = flower, few, fish

[s] = same, summer,

[θ] = thing, theatre, theme

[ʃ] = shape, shine, she

[tʃ] = children, change, cheep

[h] = home, hate, hedgehog

CLASSIFICATION OF CONSONANTS ACCORDING TO THE PLACE OF ARTICULATION

Here we distinguish labial, lingual and glottal consonants.

Labial consonants are formed by the help of the lips. So they may be a) bilabial and b) labio-dental.

Bilabial consonants in English are [p], [b], [m], [w] and they are formed by the help of upper and lower lips.

Labio-dental consonants are formed by the help of the lower lips and upper teeth. They are [f] and [v].

Lingual consonants may be three types: fore lingual, medio – lingual and back- lingual.

Fore lingual consonants are articulated with the tip of the tongue. According to the place of obstruction the following fore lingual consonants are distinguished:

- a) Interdental
 - b) Dental
 - c) Alveolar
 - d) Palato- alveolar
 - e) Post – alveolar
- a) Interdental consonants. They are formed by the help of the tip of the tongue and the teeth. There are two interdental consonants in English. They are [θ] and [ð]
 - b) Dental consonants are produced with the blade of the tongue. There are no consonants in English. In Uzbek they are [t][d][s][z][n][l]
 - c) Alveolar consonants are produced with the tip of the tongue against the upper teeth ridge. They are [t][d][s][z][n][l]
 - d) Palato- alveolar consonants are produced with the blade of the tongue. In producing them the blade of the tongue takes the position against the teeth ridge and the front part of the tongue raises to the hard palate. The English palate-alveolar consonants are [dʒ][tʃ][ʒ][ʃ]
 - e) Post – alveolar consonants are produced with the tip of the tongue. In producing them the tip of the tongue takes the position behind the teeth ridge. There is only one post alveolar consonant in English. It is [r]

There is only one medio-lingual consonant in English. It is [j]

The back –lingual consonants are produced with the back part of the tongue raised towards the soft palate. That is why they also called velar. They are [k] [g] [ŋ]

There is only one glottal consonant in English. It is [h]. It is articulated in the glottis, that's why it's called "glottal".

CLASSIFICATION OF CONSONANTS ACCORDING TO THE MANNER OF ARTICULATION

When we say the manner of articulation we mean the type of obstruction which can be noticed in producing consonants and this obstruction may be complete or incomplete. According to the manner of articulation consonants divided into three groups:

- a) occlusive
- b) constrictive

c) occlusive – constrictive

OCCLUSIVE CONSONANTS

If the air stream which come out from the lung meets complete obstruction in the mouth cavity the occlusive consonants are produced. The English occlusive consonants are: [b] [d] [g] [p] [t] [k] . The occlusive voiced consonants are [b] [d] [g] and occlusive voiceless consonants are [p] [t] [k].

[b] - ball, brown

[p] – pen, paper

[d] – dad, dairy

[t] – table, two

[g] – girl, game

[k] – cake, kick

CONSTRUCTIVE CONSONANTS

If the air stream which comes out from the lung meets an incomplete obstruction in the mouth cavity the constrictive consonants are produced. They are called fricative too, because the air passage is constricted and goes out through with some friction

The English fricatives are [v] [f] [z] [s] [ð] [θ] [ʒ] [ʃ] [h]. They also may be voiced [v] [z] [ð] [ʒ] and voiceless [f] [s] [θ] [ʃ] [h].

[v] = village

[ʃ] = shame, shake

[z] = easy, busy

[h] = house, horse

[ð] = they, this

[θ] = theatre, think

[f] = five, fox

[ʒ] = pleasure, treasure

[s] = sister, September

OCCLUSIVE – CONSTRUCTIVE CONSONANTS.

Occlusive – constrictive consonants are produced with complete obstruction, but this obstruction is slowly released and the air goes out through the mouth with some friction. In modern English there are only two occlusive constrictive consonants. They are [dʒ] [tʃ].

[tʃ] – is occlusive – constrictive voiceless consonant.

[dʒ] – is occlusive – constrictive voiced consonant.

[tʃ] = change, chalk.

[dʒ] = engage, page, George.

SONORANTS.

Sonorants are produced with the tone that prevails over the noise, because in their producing there is a wide air passage. And the air goes out through this air passage. The English sonorants in English are [l] [m] [n] [r] [j] [w] [ŋ]

According to the manner of articulation sonorants may also be occlusive and constrictive.

The occlusive sonorants are [m] [n] [ŋ] and the constrictive sonorants are [l] [r] [j] [w].

Besides that [l] [m] [n] are called syllabic sounds, because they can make a syllable without vowel sound, for ex:

table [teɪbl]

season [si:zn]

reason [ri:zn]

[l] = lady, little, like.
[m] = morning, mother, metro.
[n] = noun, naughty, nine.
[ŋ] = evening, morning.
[r] = rabbit, rain, room.
[j] = yellow, yard, year.
[w] = window, weather, white.

ASPIRATION

A strong puff of breath in a voiceless interval after the explosion of [p] [t] [k] before a vowel is called aspiration.

Aspiration is strong before a long vowel and diphthong, for ex: port [pɔ:t], talk [tɔ:k], cake [keɪk].

Aspiration is weaker before a short vowel, for ex: put [put], top [tɒp]

PALATALIZATION

Palatalization has Latin origin. It is taken from the word "Palatum" that means "hard palate" in English. So Palatalization is softening of consonants. It is not characteristic to English consonants.

ASSIMILATION

Assimilation is the alteration of speech sounds under the influence of neighbouring sounds. It is the Latin word "ad-similatio". Here under the influence of the following [s] the phoneme [d] is changed to [s] "assimilation"

Assimilation exists in every language, but it has specific phonetic structures and features in every language.

In Uzbek in the word "утди" [д] changes into [т] (утди-утти) under the influence of the preceding [т].



Понятие о транскрипции

Транскрипция - это специальные символы, обозначающие реально произносимые звуки речи. Необходимость овладения транскрипцией обусловлена расхождением между написанием и произношением в английском языке. Существует большое количество слов, имеющих либо нечитаемые буквы, либо исключения из правил. Недаром говорят: "Пишется Лондон - читай Ливерпуль". В английской произносительной системе - 48 звуков, следовательно, существует 48 транскрипционных значков.

Знаки фонетической транскрипции для изображения звуков английского языка:

Согласные

[f] five	[d] do
[v] very	[k] key
[θ] thick	[g] gas
[ð] this	[tʃ] chin
[s] so	[dʒ] Jim
[z] zoo	[m] mother
[ʃ] ship	[n] no
[ʒ] pleasure	[ŋ] long
[h] horse	[l] less
[p] park	[r] river
[b] book	[j] yellow
[t] tea	[w] white

Гласные

[i:] eat	[ei] lake
[i] it	[ai] like
[e] pen	[au] house
[æ] bad	[ɔi] boy
[a:] art	[ou] home
[ɔ] box	[iə] ear
[ʌ] cup	[ɛə] air
[u] cook	[uə] poor
[u:] school	[juə] Europe

[ju:] tune
[ə:] girl
[ə] paper

[aiə] fire
[auə] hour
[ɔ:] all

Классификация английских звуков

При произнесении согласных звуков воздух на своём пути встречает разные преграды, образованные активными органами речи: языком, губами, зубами и альвеолами.

Согласные. Если органы речи смыкаются так, что полностью преграждают проход для воздуха, то мы произносим **смычный согласный**. Такие согласные также называют **взрывными**, так как при размыкании органов речи слышен небольшой взрыв. К смычным взрывным звукам принадлежат русские согласные [п , б , т , д , к , г] и английские [p , b , t , d , k , g].

Если воздух проходит наружу через полость носа, то такие смычные звуки называются **носовыми**. Примерами носовых смычных являются русские [н , м] и английские [n , m , ŋ].

Если органы речи смыкаются не полностью, а оставляют узкий проход - щель для воздуха, то мы произносим **щелевой согласный**. В русском языке щелевыми являются звуки [с , з , ф , в , ш , ж , л], в английском языке щелевые согласные [θ , ð , ʃ , ʒ , s , z , h , f , v , w , r , j , l]. Среди согласных имеются **смычно-щелевые** звуки. Они называются так потому, что размыкание преграды у них происходит замедленно; полная преграда переходит в щель. В русском языке это звуки [ц , ч], а в английском [tʃ , dʒ]. Преграда на пути выдыхаемого воздуха может быть образована различными органами речи. Если нижняя губа сближается с верхней, то появляются **губно-губные** согласные. В русском языке это звуки [п , м], в английском [p , m , w]. Если нижняя губа прикасается к верхним зубам, то такие согласные называются **губно-зубными**. В русском языке это звуки [ф , в], в английском - [f , v]. Если кончик языка находится между нижними и верхними передними зубами, то произносится **межзубный** согласный: [θ , ð]. Русские согласные [т , д , н , л , с , з] - **зубные**, так как конец языка поднимается к внутренней поверхности верхних зубов. Английские согласные [t , d , l , s , z] - **альвеолярные**, так как кончик языка прикасается или приподнимается к альвеолам.

По работе голосовых связок различают **глухие** и **звонкие** согласные. При произнесении глухих согласных голосовая щель раскрыта и выдыхаемый воздух проходит через гортань беззвучно. При звонких согласных голосовые связки сближены и напряжены. Выдыхаемый воздух приводит их в колебания, в результате чего образуется звонкий согласный звук. В русском языке звуки: [б , в , г , д , ж , з , л , м , н , р , ц] - звонкие согласные, а звуки: [к , п , с , т , ф , х , ч , ш , щ] - глухие

согласные звуки. В английском языке к звонким звукам относятся: [b , v , g , d , z , l , m , n , r], к глухим - [k , p , s , t , f , tʃ , ʃ , θ , h].

Сравните:

Звонкие согласные:

б - [b]
в - [v]
г - [g]
д - [d]
ж - [ʒ]
з - [z]
л - [l]
м - [m]
н - [n]
р - [r]
ц - [dʒ] - [ʤ]

Глухие согласные:

к - [k]
п - [p]
с - [s]
т - [t]
ф - [f]
х - [h]
ч - [tʃ]
ш - [ʃ]
щ - [θ]

Гласные. Для классификации гласных рассматриваются различные положения языка относительно твёрдого нёба, а также, какая часть языка участвует в артикуляции и как высоко спинка языка поднимается к твёрдому нёбу.

Различают **гласные переднего ряда**, когда кончик языка упирается в основание нижних зубов, а спинка языка довольно близко подходит к твёрдому нёбу: английский гласный [i:] и русский [и].

Если язык оттянут назад и кончик языка опущен, а спинка языка приподнята к мягкому нёбу, мы произносим **гласные заднего ряда**: английский звук [а:] и русские звуки [о] и [у].

По положению губ различают **огубленные** и **неогубленные** гласные. Например, при произнесении русского звука [у] губы округляются и выдвигаются вперёд: [у] является огубленным гласным. При произнесении [и] губы чуть растянуты, но не выдвинуты вперёд: гласный [и] - неогубленный гласный.

Качество гласного зависит от напряжённости мускулатуры органов речи: чем напряжённее артикуляция, тем отчётливее и ярче звук. Соответственно различают гласные **напряжённые** и **ненапряжённые**. Например, английский гласный [i:] произносится с большим напряжением, чем [i].*

* Данная классификация не претендует на полноту изложения; мы берём только тот материал, который поможет в объяснении артикуляции звуков.

Английские скороговорки

What noise annoys an oyster most?
A noisy noise annoys an oyster most.

Ripe white wheat reapers reap ripe white wheat right.

Blake's black bike's back brake bracket block broke.

Each Easter Eddie eats eighty Easter eggs.

She slits the sheet she sits on.

A rough-coated, dough-faced, thoughtful ploughman strode through the streets
of Scarborough; after falling into a slough, he coughed and hiccupped.

A twister of twists once twisted a twist.
and the twist that he twisted was a three twisted twist.
now in twisting this twist, if a twist should untwist,
would the twist that untwisted untwist the twists.

Red lolly, yellow lolly.
I am a mother pheasant plucker,
I pluck mother pheasants.
I am the best mother pheasant plucker,
that ever plucked a mother pheasant!
Mrs Hunt had a country cut front
in the front of her country cut pettycoat.

Annotatsiya

Ushbu dastur O'zbekiston Respublikasining 60230200 – Tarjima nazariyasi va amaliyoti (rus tili) yo'nalishi zaruriy mazmunini va bakalavrlarning darajasiga qo'yiladigan talablar Davlat Standarti asosida tuzildi. Ingliz tili kommunikativ fonetikasi fani dasturi bakalavriyat talablariga amaliy, ta'limiy, tarbiyaviy, rivojlantiruvchi va kasbiy maqsadlarga yo'naltirilgan. Mazkur fan talabalarga o'zi egallagan bilimlarni ingliz tilida to'g'ri talaffuz eta olishga, ularning talaffuzlarini yaxshilashga va kelajakda olgan bilimlarini o'quvchilarga to'g'ri yetkazib bera olishlariga xizmat qiladi. Mazkur kursning asosiy maqsadi: Ingliz tili talaffuzining asosini va ularni turli kommunikativ nutq jarayonlarida to'g'ri qo'llay olishlarini o'rgatishdir.

Mualliflar haqida ma'lumot

“Kommunikativ fonetika” fanidan tayyorlangan o’quv-uslubiy majmuani o’rganish yuzasidan

MASLAHAT VA TAVSIYALAR

Ushbu o’quv-uslubiy majmuani o’rganishda quyidagi tavsiyalarga amal qilishni maslahat beramiz:

- Fonetika va fonologiyaning mohiyatini chuqur anglash uchun tegishli adabiyotlar bilan tanishib chiqing.
- Fonetik taxlilning asosiy tamoyillari yodda qolishi va to’liq tushunilishi uchun ularni amaliyot bilan ko’proq bog’lashga harakat qiling.
- Fonologiya tamoyillari, konsepsiyalari, funksiyalari kabilarni yaxshi o’rganish uchun o’zingiz mustaqil testlar tuzing.
- Lug’at bilan ishlashni o’rganing.
- Badiiy adabiyotlardan misol topishni va uni kartotekaga joylash ko’nikmasini o’rganing.
- Ma’ruzani konspektlashtirish, kerakli joylarini ajratish, savol tug’ilganda ma’lum belgini qo’yish, boshqa adabiyotlar bilan solishtirish va kerakli xulosani chiqarishni o’rganing.
- Mavzuga oid ko’rgazmali qurol, slaydlar, boshqotirmalar tayyorlashni o’rganing.
- Matnni ifodali o’qish va nutq ravonligini tekshirish orqali talaffuzingizni to’g’rilashga harakat qiling.
- Berilgan audio faylni tinglash va tushunish orqali o’z og’zaki nutqingizni o’stirishga harakat qiling.
- She’rni yodlash va uni transkripsiya qilish orqali xotirangizni charxlang.
- Matnni transkripsiya qilish orqali o’z talaffuzingizni tekshiring.
- Unli va undosh tovushlarni talaffuziga doir jadvallar tuzishni o’rganing.

Talabalar bilimini baholash mezonlari

Talabalar bilimini baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustda 9-2018-sonli "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi nizomni tasdiqlash haqida"gi buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi Nizom" asosida amalga oshiriladi.

Bunga ko'ra talaba:

- mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 5 (a'lo) baho;
- mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 4 (yaxshi) baho;
- olgan bilimini amalda qo'llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 3 (qoniqarli) baho;
- fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bo'yicha tasavvurga ega emas deb topilganda - 2 (qoniqarsiz) baho bilan baholanadi.

Nazorat turlarini o'tkazish bo'yicha tuzilgan topshiriqlarning mazmuni talabaning o'zlashtirishini xolis (ob'ektiv) va aniq baholash imkoniyatini beradi.

Talaba fan uchun ajratilgan kreditni fanning o'zlashtirish darajasi, olgan bahosiga proporsional tarzda oladi. Fan uchun ajratilgan soat bo'yicha talaba maksimal to'plashi kerak bo'lgan kredit miqdori **2** ni tashkil etadi. Talabaning kreditini to'plashi quyidagi formula orqali amalga oshiriladi.

$$\text{Talaba to'plagan krediti} = \frac{\text{fanga ajratilgan kredit} \cdot \text{talabaning olgan bahosi}}{\text{maksimal baho (5)}}$$