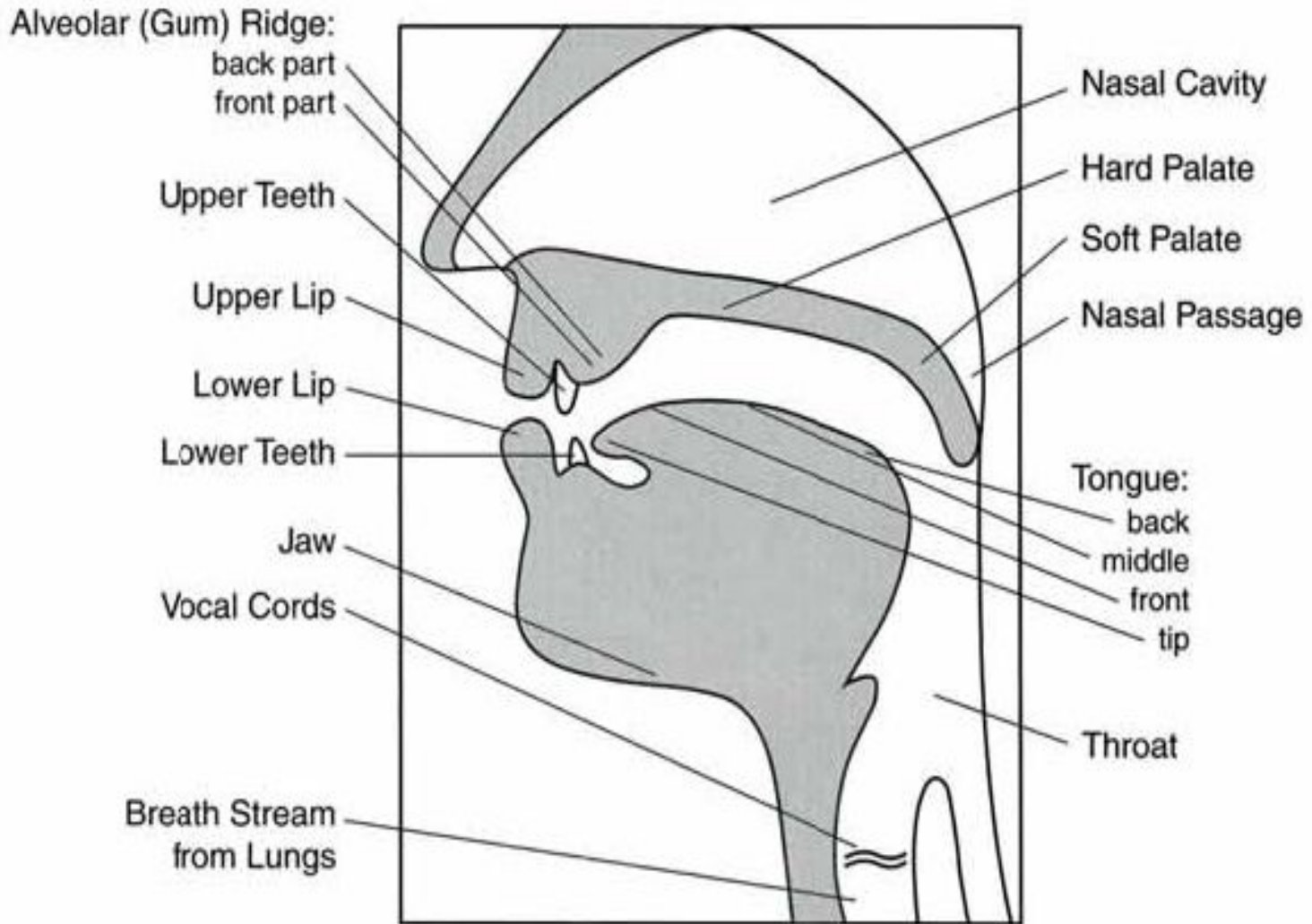


# Forming Consonant Sounds



▲ These organs of speech are used to pronounce consonants.

# Comparison

- Russian – 33 letters – 46 sounds
- English – 26 letters – 44 sounds

## CONSONANT CHART

		Both Lips	Lip-Teeth	Tongue-Teeth	Tongue-Gum Ridge	Tongue-Hard Palate	Tongue-Soft Palate	Throat
Stops – Breath is stopped and released.	V–	p			t		k	
	V+	b			d		g	
Fricatives – Breath is constricted.	V–		f	θ	s	ʃ		h
	V+		v	ð	z	ʒ		
Affricates – Breath is stopped and constricted.	V–				tʃ			
	V+				dʒ			
Nasals – Breath is released through the nose.	V–							
	V+	m			n		ŋ	
Liquids – Breath is not obstructed.	V–							
	V+				l, r*			
Glides – Mouth glides from one position to another.	V–							
	V+	w				y		

\* /l/ is lateral; /r/ is retroflex

	<b>b</b>	<b>d</b>	<b>ʒ</b>	<b>ʤ</b>	<b>g</b>	<b>v</b>	<b>ð</b>	<b>z</b>
<b>Voiced conson ants</b>	<b>book</b>	<b>door</b>	<b>television</b>	<b>Jim</b>	<b>go</b>	<b>five</b>	<b>this</b>	<b>Zoo</b>

	<b>p</b>	<b>t</b>	<b>ʃ</b>	<b>tʃ</b>	<b>k</b>	<b>f</b>	<b>θ</b>	<b>s</b>
<b>Voicel ess conson ants</b>	<b>pen</b>	<b>ten</b>	<b>show</b>	<b>chair</b>	<b>key</b>	<b>five</b>	<b>Thanks</b>	<b>sister</b>

	<b>m</b>	<b>n</b>	<b>ŋ</b>	<b>h</b>	<b>l</b>	<b>r</b>	<b>w</b>	<b>j</b>
<b>Sonora nts</b>	<b>moon</b>	<b>nine</b>	<b>song</b>	<b>hand</b>	<b>look</b>	<b>red</b>	<b>well</b>	<b>your</b>

## Short vowels

<b>i</b>	<b>u</b>	<b>ʌ</b>	<b>ɔ</b>	<b>ə</b>	<b>e</b>	<b>æ</b>
sit	put	up	box	unde r	pen	bag

## Long vowels

<b>i:</b>	<b>u:</b>	<b>ɑ:</b>	<b>ɔ:</b>	<b>ɜ:</b>
tee	moon	class	door	her

## Diphthongs

<b>iə</b>	<b>uə</b>	<b>ai</b>	<b>ɔi</b>	<b>əu</b>	<b>ɛə</b>	<b>au</b>	<b>ei</b>
near	poor	my	boy	go	chair	now	take

# CLASSIFICATION OF CONSONANTS

<b>The degree of noise: noise/sonorants</b>	The work of the vocal cords: voiced/voiceless
	The force of articulation: strong/weak
<b>The manner of articulation</b>	Complete obstruction: occlusive, plosive, stop noise/nasal sonorants
	Incomplete obstruction, slow air escape: constrictive, fricative/oral sonorants
	Complete obstruction, slow air escape: affricates
<b>The place of articulation</b>	Labial: bilabial, labio-dental
	Lingual: forelingual, mediolingual (palatal), backlingual (velar)
	Glottal

# CLASSIFICATION OF CONSONANTS

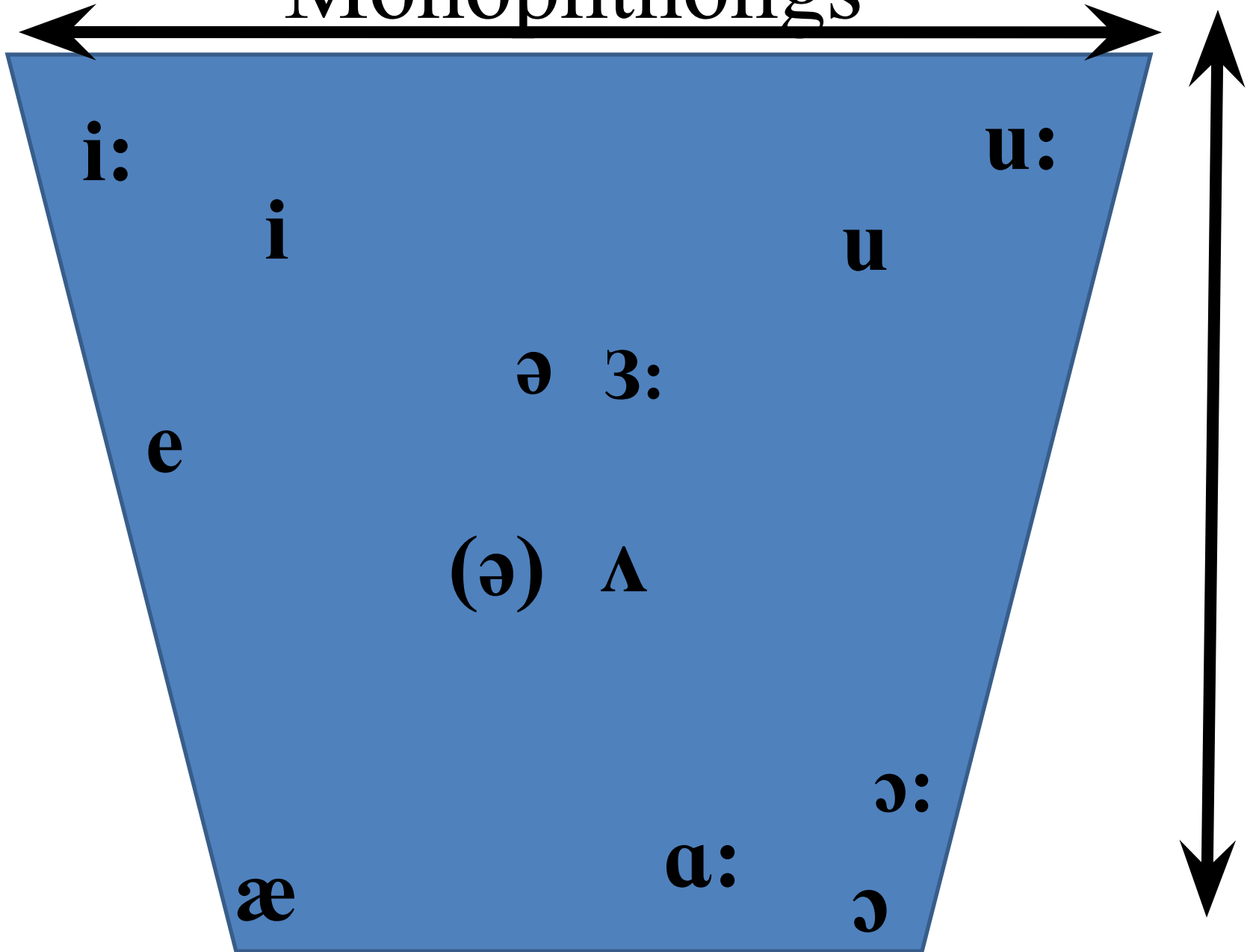
Forelingual	interdental
	alveolar
	post-alveolar
	palato-alveolar

# CLASSIFICATION OF VOWELS

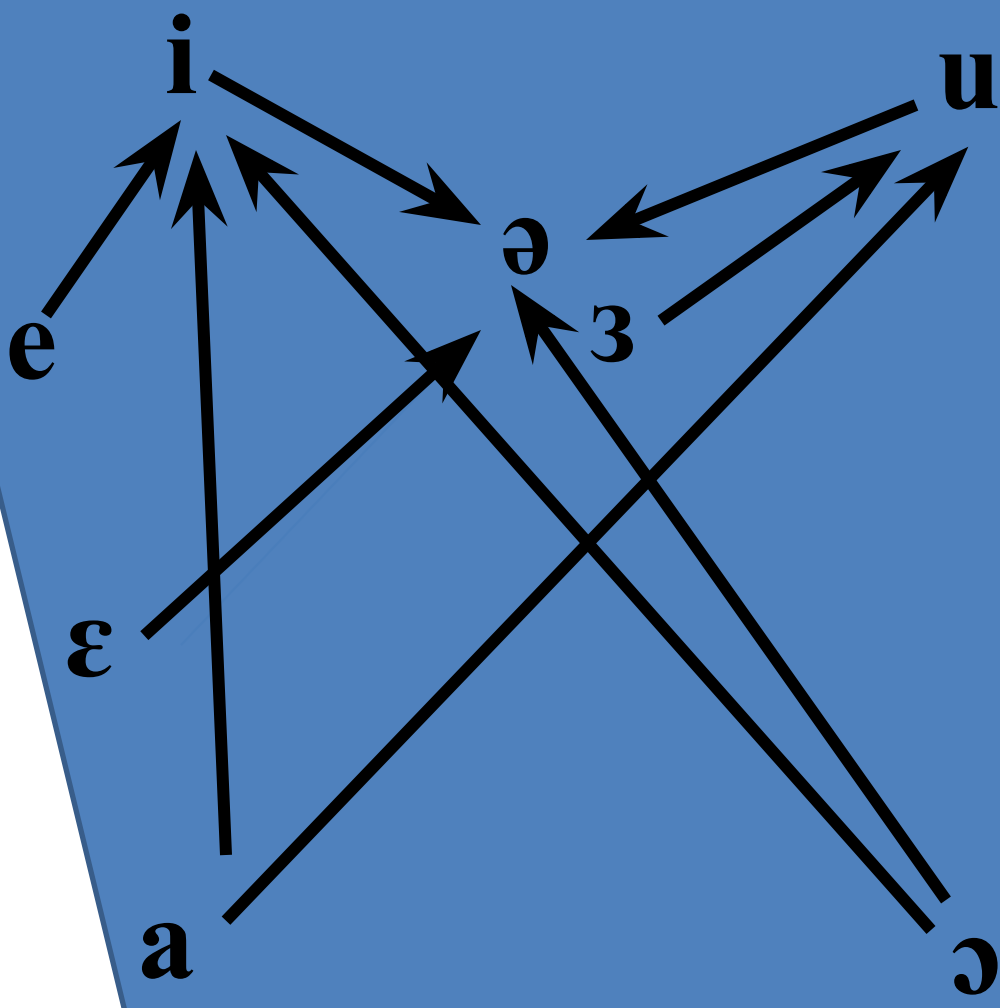
<b>Stability of articulation</b>	monophthongs, diphthongs, diphthongoids
<b>Vertical position of the tongue</b>	Close, mid, open (narrow, broad variants)
<b>Horizontal position of the tongue</b>	Front, front-retracted, central, back-advanced, back
<b>The position of the lips</b>	lip-rounded, unrounded, lip-spread



# Monophthongs



# Diphthongs




## OBLIGATORY ASSIMILATION CASES


• in the, sweet, start, mitten, little, black cat, noses, that's,




**tree, dry, Great Britain, drain, pray,**



**grey (smoothly)**



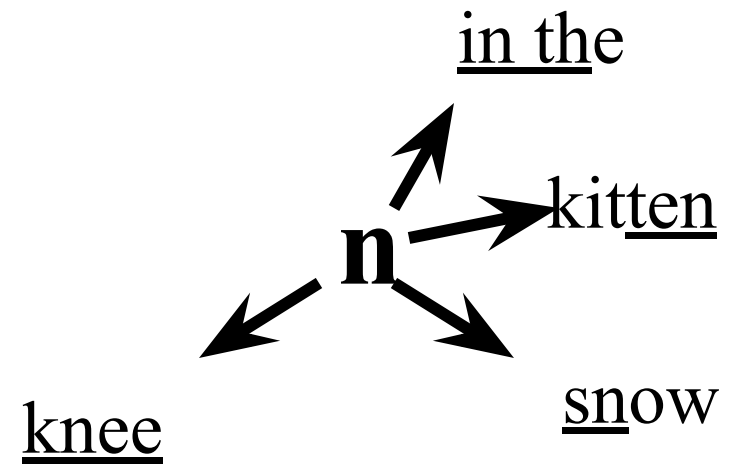

# Phoneme and Allophones

- in the, sweet, start, mitten, little, black cat, noses, that's,
- 

tree, dry, Great Britain, drain, pray,



grey (smoothly)



# SOUNDS

**ɔɪ, uə/juə**

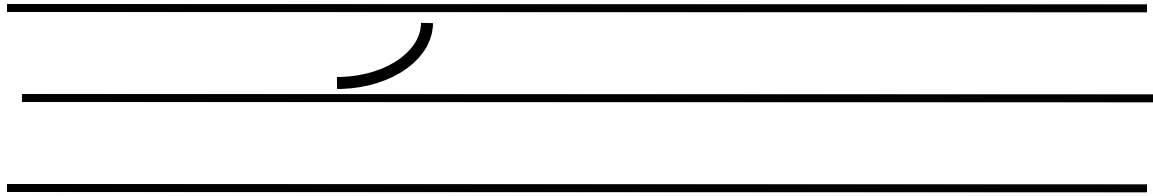
# VOWEL SEQUENCES

**aɪə, auə, ouə, eɪə, ɔɪə**

**boil, boy, noise, toy, cure, tourist, poor,**  
**plural, cruel, usual, sure**  
**fire, tired, wire, power, tower, hour,**  
**vowel, slower, player, greyer, employer,**  
**annoyance**

# Tones

**High Rise – (surprise, re-asking, request to repeat again – reaction to the heard remark)**



**I \ have it. You <sup>´</sup> have it? (re-asking) <sup>´</sup> Oh? (surprise)**

## Alternative question (**T<sub>or</sub>**)

Are you a /**doctor** | or a \b**fit**ter? (**T<sub>or</sub>**)

Are you in the first or in the second  
course?

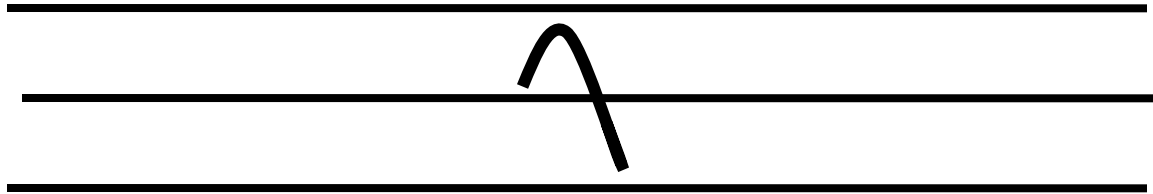
Is it your coffee or mine?

Is it on or under the table?

Have you had dinner or are going to  
have it?

# Tones

**Rise-Fall – (more categorical, strong disbelief, surprise)**

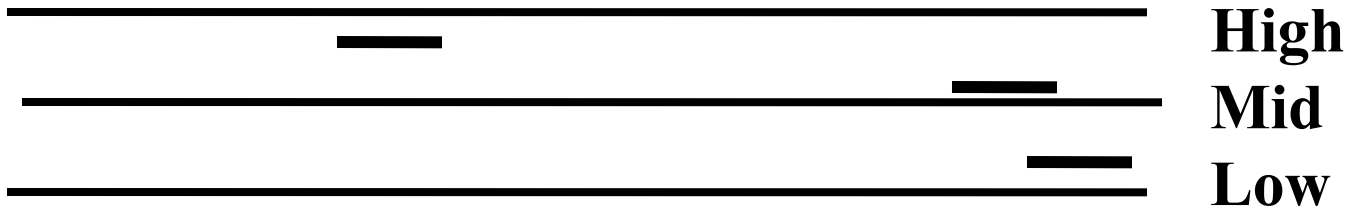


**It's <sup>^</sup>awful, | <sup>^</sup>isn't it?**



# Tones

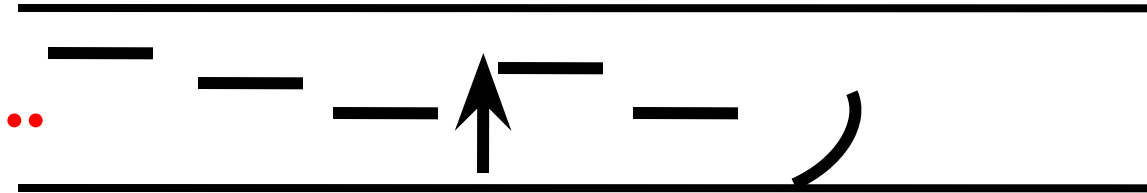
Level Tone— (**incomplete**, usually in poetry, can be replaced with/substituted for **LR, F-R**)



!Frankly —speaking, | I'm|lawfully \hungry.

# Tones

## Accidental Rise – emphatic



## High Pre-Head – emotional



The teacher is standing at the **desk** in the **middle** of the classroom.

Good morning! It,s nice!

## Intone the sentences

1. How is your mother, Mrs. Black?
2. Do you have any sugar in your tea, Mrs. Black?
3. John, listen to me!
4. After a few minutes he fell asleep.
5. Good afternoon, Mrs. White, how are you? – Very well indeed, thank you, and how are you? – Quite well, thank you.
6. On Friday they have Grammar.
7. Mary has put the right number of knives, forks, spoons and glasses for each person.
8. He is seriously ill. Pity!
9. Wait for them.
10. It was wonderful, wasn't it? – Yes, it was.
11. When I went out, it was dark. – Was it?
12. Do you like early autumn or late autumn?

## Intone the sentences

1. Thank you for letting me know.
2. Is this his car? – No, it, isn't. It's mine.
3. Would you like coffee or milk?
4. It's John Thomson, isn't it?
5. I'm leaving at five. When?
6. Are you a student? Am I a student? Yes.
7. Now what have you done to Mary? – Nothing.
8. Hello. – Good night.
9. Excuse me, where is the nearest shop?
10. What a big piece of cake! – Thank you! – Not at all.
11. What a beautiful little garden!
12. What's the matter?
13. Try the other key.
14. Does he ever come to London?

# На первое занятие Практической Фонетики

- Аракин 1 курс стр 69 Текст «Betty Smith».  
Фонетическое приложение стр 71  
Чтение, интонирование (устно и письменно)
- Карточка с правилами чтения 50 слов