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TƏHSİL NAZİRLİYİ

AZƏRBAYCAN DİLLƏR UNİVERSİTETİ

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SUPPLEMENT TO THE BOOK
“PRACTICAL ENGLISH PHONETICS”

(«İngilis dilinin praktik fonetikasi»
kitabına əlavə)

DƏRS VƏSAİTİ

Book II

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PART I
PATTERNS OF EXERCISES
INTRODUCTORY COURSE
DRILLS IN ORDINARY SPELLING

LESSON ONE

Consonants [k, g, t, d, n, s, z, θ, ð, p, b, m]. Vowels [ɪ, e].

Drill one

kick	sit	did	it	tick	'city
kin	nit	pin	is	kit	'ticket
kiss	tip	pig	in	bid	'giddy
gig	pit	big	dim	pig	'busy
dig	bit	bib	kin	big	'guinea

Drill two

miss-misses	tip-dip	tin-knit
mix-mixes	tit-did	bid-bit
kiss-kisses	tin-dim	kid-kit
kick-kicks	tick-dig	sin-sit

Drill three

thin	this	thin-tin	sin-thin-tin
pith	then	pith-pin	sick-thick-tick
death	them	then-den	miss-myth-mitt
depth	thence	miss-myth	this-thence-tense

*lərdən sonra nisbətən qısa, cingiltli samitlər qarşısında uzun, kar
aitlər qarşısında isə qısa tələffüz olunur.*

Drill three

fɪn	e'vent	fɪt	'seven	ate-yet
fɪks	de'fɪnd	fɪll	e'leven	es-yes
fɪst	vent	fell	'velvet	ell-yell
fɪg	vest	fence	'visible	ells-yells

Drill four

yelp	a 'kɪd	for'gɪv	'sɪstə
yen	a 'pɪn	for'gɛt	'lɛtə
yes	a 'kɪs	for'bɪd	'sɪlvə
'yɛstədeɪ	a 'pɛnsɪl		'klɛvə

LESSON THREE

Vowels [i:, ɛ:, ɒ, ʊ, u:, ɜ: ɔv]

Drill one

peat-pet	tea	dee	bead-bed	easy
mect-met	team	deem	feed-fed	eve
neat-net	tease	dean	need-Ned	sees
seat-set	teak	deep	seed-said	peas

Drill two

bee-bean-beat	did-deed	sit-set
dee-dean-deep	lid-dead	bit-bet
knee-need-neat	live-leave	nit-neat
see-seed-scat	sin-scen	list-least

LESSON FOUR

Consonants [h, ʃ, ʒ]. Vowels [ɔ:, æ, eɪ, aɪ].

Drill one

lat-heat	art-heart	hit-kit	be'half
ill-hill	arm-harm	hill-kill	be'head
lit-hate	old-hold	heart-cart	be'have
am-ham	cope-hope	harm-calm	in'habit
en-hen	I-high	he-key	in'hale

Drill two

are-ore	ball	caught	art-ought
far-four	born	taught	park-pork
far-bore	tall	'daughter	fast-forced
tar-tore	call	'porter	cart-caught

Drill three

add	cap-cab-bad	eat-it-ate-at
ass	tap-tab-sad	bee-bit-bet-bat
pan	tack-tag-bat	see-sit-set-sat
back	at-add-cat	pea-pit-pet-pat

Drill four

may	aid	pen-pain	I	ice	ass-ice
say	made	men-main	high	height	lad-liked
bay	save	sell-sail	tie	light	sad-side
play	played	hell-hail	lie	sight	fat-fight

Drill four

bus	does	'mother	hut-heart	'utter
bud	duck	'upper	duck-dark	'uncle
sun	luck	'muddy	luck-lark	'usher
cup	fun	'London	come-calm	'summer

Drill five

noun	buy-bow	find-found	now-noun-a 'bout
round	sigh-sow	dine-down	how-town-house
down	high-how	mice-mouse	allow-loud-doubt
count	thy-thou	sighed-sound	cow-count-sound

LESSON SIX

Consonants [ʃ, ʒ], Diphthong [ɔɪ].

Drill one

check	'future	joke	chin-gin
child	'nature	jar	cheep-jeep
chill	'orchard	jam	choke-joke
chart	'lecture	job	etch-edge
oil	choice	bore-boy	coy-coin-coil
boil	voice	tore-toy	boy-boil-moist
coin	toil	jaw-joy	joy-join-voice
noise	coil	saw-soil	toy-toil-noise

[g]

Three gray geese in the green field grazing,
Grey were the geese and green was the grazing.

[r]

Robert Rowley rolled a round roll round,
A round roll Robert Rowley rolled round;
Where rolled the round roll Robert Rowley rolled round?

[k], [θ]

Three crooked cripples went through Gripplegate,
And through Cripplegate went three crooked cripples.

[v], [ʃ]

How much wood would a wood-chuck chuck
If a wood-chuck would chuck wood?

[s:], [s]

Of all the saws I never saw a saw
I never saw a saw as this saw saws.

[ʃ], [s]

She sells shells on the sea shore,
The shells she sells are sea-shells I am sure,
For if she sells sea-shells on the sea shore,
Then I am sure she sells sea-shore shells.

[sw]

Swan swam over the sea,
Swim, swan, swim;

[ð], [ɔ:], [e]

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

English Speech Sounds in Rhymes

[i:]

Sleep, sleep, beauty, bright
Dreaming over the joys of night
Sleep, sleep in the sleep
Little sorrows sit and weep

[sk]

I scream
You scream
We all scream
For ice-cream

[s], [i:]

A sailor went to sea
To see what he could see,
And all he could see
Was sea, sea, sea

[tr]

Never trouble
Till trouble troubles you.
If only doubles trouble,
And troubles others too.

[æ]

Ann, Ann, Ann?
Come quick as you can!
There is a fish that talks
In the frying pan.

[u:]

Doodle, doodle do,
The princess lost her shoe.
Her highness hopped,
The fiddler stopped
Nit knowing what to do?

[ə]

Little Tom Tucker
Sang for his supper

[ɜ:]

The early bird, so I have heard,
Catches the worm, and upon may word

[ɪ]

The little boy who says "I'll try",
 Will climb to the hill-top.
 The little boy who says "I can't"
 Will be at the bottom stop.

[ɪ]

I wish you health, not with wealth,
 I wish you work and worry.
 I wish you what I wish myself
 A share in man's sad story.

[w], [ð]

When the weather is wet
 We must not fret -
 When the weather is cold
 We must not scold.
 When the weather is warm
 We must not storm, -
 But be thankful to gether
 Whatever the weather.

[f], [ð]

As I walked by myself,
 And talked to myself,
 Myself said onto me:
 "Look to thyself,
 Take care of thyself
 For nobody cares thee"

This is my family. My wife, my son, my daughter and I. I am Mr. Black. My wife is Mrs. Black. I am a man. My wife is a woman. We have two children: a boy and a girl.

Exercise 7. Transcribe the following sentences. Underline sonorous and noise consonants and read the sentences.

The boy's name is John. He is twelve years old. The girl's name is Mary. She is still quite young. She is only eight. She is four years younger than John, and John is four years older than she is.

Exercise 8. Transcribe the following sentences. Underline voiced and voiceless consonants and read the sentences.

Mary is youngest in the family, and I am the oldest. John is Mary's brother. Mary is John's sister. John is my son. I am his father. My wife is his mother.

Exercise 9. Transcribe the following sentences. Underline monophthongs and diphthongs and read the sentences.

Mary is my daughter. I am her father. My wife is her mother. John and Mary are our children. I am their father. My wife is their mother. We are their parents. We love our children.

Exercise 10. Learn the proverbs by heart.

Well began is half done.

Honey is sweet, but the bee stings.

EXERCISES ON ENGLISH CONSONANTS

Exercise 1. Transcribe the sentences. Underline bilabial and labio-dental consonants and read the sentences.

My wife is sitting in an armchair, reading a book. I am standing by the window smoking a pipe. Many families in London live in flats, but most people live in their own houses in the suburbs. We too have a house

One cold winter day some ants were looking at their store-house in which they kept the grain they had gathered in summer. Just then a grasshopper came up to them. He looked very lean and hungry and he begged them to give him something to eat.

Exercise 7. Transcribe the following sentences. Underline constrictive consonants and read the sentences.

The grasshopper begged them to give him something to eat. But they asked him why he had no grain of his own. "Why?" said they "did you not gather grain in summer?"

"Oh! I had no time" he replied. "I was always singing". Then they laughed and said: "If you chose to sing all the summer, you may go and dance all the winter."

Exercise 8. Transcribe the following sentences. Underline occlusive and constrictive sonorants and read the sentences.

1. One night there flew over the city a little swallow. 2. He was very much admired indeed. 3. She went to the open door and looked out. 4. He looked very lean and hungry. 5. He is twenty three years old.

Exercise 9. Transcribe the following proverbs and sentences. Underline oral and nasal consonants. Read and learn them.

There is no smoke without fire (a proverb). Good evening. I am so glad you were able to come. Seeing is believing (a proverb). Make hay while the sun shines (a proverb). Can you change some money, please?

Exercise 10. Transcribe the following sentences. Underline voiced and voiceless consonants and read the sentences.

In front of the house there is a green lawn. The furniture is modern and quite new. There are having breakfast now. Let's have a look at our sitting-room.

weak-wick	carp-cup	short-shot
leave-live	card-cud	cork-cock
heal-hill	bard-bud	pork-pock
meal-mill	heart-hut	cord-cod
leave-live	dam-done	fool-full
seat-sit	dark-duck	pool-pull

Exercise 5. Transcribe the following sentences. Underline long and short vowels and read the sentences.

The ladies talk about the weather and the latest fashions. We men discuss politics, business and the latest news. Presently the maid brings in the tea on a trolley; a pot of tea, cups and saucers, a hot water, a jug of milk, and sugar, also sandwiches, bread and butter, jam and cakes. My wife pours out the tea. I hand it round. My niece passes round the sandwiches and cakes. We all enjoy the tea very much.

Exercise 6. Transcribe the following sentences. Underline rounded and unrounded vowels and group them. Read the sentences.

The pot is on the box. The hall is on the fourth floor. It is a good pudding. Soon they went to Zoo too. The lamp is bad. Leddy is busy doing the rooms. Please, read to me. Mark this part. At last he learnt to cook the food for the child.

Exercise 7. Learn the proverbs by heart:

The tongue is not steel, yet it cuts.

The proof of the pudding is in the eating.

EXERCISES ON SOFT AND HARD CONSONANTS

Exercise 1. Transcribe the following sentences. Underline palatalized consonants and read the sentences.

1. She was shivering with cold. 2. The shirt costs a shilling. 3. At the side of the house is a garage. 4. As usual he did it with pleasure. 5. John is Mary's brothers. 6. The chief articles are on the first page.

worked	apt	'garden	wants
begged	kept	'sudden	begs
'asked	wept	'certain	hands
'looked	stopped	'hidden	lands
'actor	sobbed	'written	hunts
'cycle	'uñknown	mitten	lacks
'bottle	'good day	tenth	helps
'saddle	'horseshoe	on this	keeps
'girdle	'bookcase	'put the ,book	price
'people	'penknife	'pull the ,lace	twist
'riddle	'stop ,please	'close the ,door	tune

EXERCISE ON SYLLABLE AND SYLLABLE DIVISION

Exercise 1. Transcribe the following sentences. Underline syllabic sounds and read the sentences.

- Good afternoon, Mrs. White, how are you? - Very well indeed, thank you, and how are you? - Quite well, thank you. Won't you sit down.

Exercise 2. Transcribe the sentences. Underline the open and the closed syllables and read the sentences.

Excuse me, please. I think that's my niece at the door. Hallo, Betty, dear! I am so glad to see you. You do look well. I don't think you have met each other before. Let me introduce you. This my niece, Miss Smith, Mrs. White, Mr. White.

Exercise 3. Transcribe the following sentences. Underline syllables formed by monophthongs and diphthongs and read the sentences.

- How do you do?
- How do you do?

Exercise 7. Transcribe the words. Underline the syllabic sonorants and read the words.

sudden	don't	help	listen
sand	didn't	people	drizzle
fond	has not	pond	doesn't
hand	hasn't	parden	lighten
little	prism	rhythm	mustn't

EXERCISES ON WORD STRESS

Exercise 1. Transcribe the following words. Underline and mark the stressed syllables and read the words aloud.

balance	pronounce	cinema	democracy
father	become	family	essential
colour	before	recognize	courageous
surprise	begin	demonstrate	delicious
dictate	define	quality	familiar
machine	again	characterize	discover

Exercise 2. Transcribe the following words and mark the place of stresses (primary and secondary).

conversation	assimilation	characterize
revolution	pronunciation	recommend
composition	examination	represent
organization	administration	organizer
centralization	communication	demonstrate
investigation	centralize	communicate

Exercise 3. Transcribe and mark the place of the stress in the following numerals and read the words.

Thirteen, fourteen, sixty, fifteen, fifty, fifty two, sixteen, thirty, seventeen, ninety one, nineteen, twentieth, twenty two, eighteen.

Exercise 8. Transcribe the following compound verbs and mark the place of stress and read them aloud.

to carry out	to go on	to set up	to take off
to come across	to point out	to fall out	to fall back
to get up	to put on	to make up	to get back
to see off	to sit down	to pick out	to fix up

Exercise 9. Transcribe the following words mark the place of stress. Mind that the place of stress differs parts of speech.

combine (n)	combine (v)	refuse (n)	refuse (v)
conduct	conduct	permit	permit
contract	contract	increase	increase
subject	subject	abstract	abstract
incline	incline	compound	compound
object	object	conflict	conflict
record	record	import	import
forecast	forecast	produce	produce

Note: But in the words *dispute*, *consent*, *comment* the place of stress are the same for nouns and verbs.

Exercise 10. Transcribe the following combinations and mark the place of stresses (primary and secondary). Observe the difference in the meaning.

glass cover	bald head	water mark
glass cover	bald head	water mark
iron master	spare room	English book
iron master	spare room	English book
paper boy	silver skate	French master
paper boy	silver skate	French master
stone hammer	copper plate	cooking butter
stone hammer	copper plate	cooking butter

4. My sister can not speak English.
5. We were not going to the cinema at 5 o'clock yesterday.
6. I know he wouldn't answer.
7. Don't keep us waiting.
8. We shall not be able to come tomorrow morning.
9. Can't you stay here by yourself?
10. We do not go the University on Saturday.
11. Mary wouldn't do it.

Exercise 5. Transcribe and intone the following sentences. Make modal and auxiliary verbs stressed in questions and answers.

1. Can I have your book? - Yes, you can.
2. Have you found your opera-glasses? - Yes, I have.
3. Does it take very long? - No, it doesn't.
4. Is there any letter for me? - No, there isn't.
5. Must I take a bus? - No, you needn't.
6. Shall I go on foot? - No, you shan't.
7. Did you book your ticket yesterday? - Yes, I did.
8. May I have these newspapers? - Yes, you may.
9. Are you doing so much work? - Yes, I am.
10. Has she any cousins? - Yes, she has.

Exercise 6. Transcribe and intone the following sentences. Make the auxiliary verbs stressed in the second column. Observe the difference in the meaning.

Compare: I like it.	I do like it.
I helped him.	I did help him.
They went.	They did go.
One chance Martin had	One chance Martin did have.
I am a friend.	I am a friend.
You are Fox's pupil.	You are Fox's pupil and you did learn the lesson.
The work can be done.	The work can be done.
Your name is Ernest.	Your name is Ernest.
Come.	Do come.

city. 11. This man is a teacher. This book is more interesting than that. That's what I told you. This isn't the one I asked you. That red book is the one I wanted. He knows these things and a lot of others.

Note: Demonstrative pronouns in the function of attribute are stressed when they are contrasted.

I don't like these apples but I like those ones. These books are mine. Those books are yours.

Exercise 9. Transcribe and intone the sentences. Make the pronoun "One" unstressed.

1. Do you like these little ones. 2. Is the book on the table a good one? 3. That red book is the one I wanted. 4. I don't like this one, give me another one. 5. One book is missing. 6. Who has been eating my grapes? - No one, no one has. - No one has been eating your wretched grapes.

Note: 1. The pronoun "one" may be stressed in the function of the subject.

I am told one ought to see the British Museum. One can do it.

2. The pronoun "one" in combinations of "one another", "no one" is not stressed.

I have no one in the world but you.

They greeted one another.

Exercise 10. Transcribe and intone the sentences. Make possessive pronouns unstressed and stressed.

1. I saw your daughter and her husband yesterday. 2. Our friends are bringing their dogs with them. 3. His sister studies at the Institute. 4. He is walking with his brother. 5. Harry is looking at his mistakes. 6. His was a student's mind (London). 7. Yours is long life to look back upon (Dickens). 8. I like very much that new village of yours. 9. Nick is an uncle of ours. 10. You are not a friend of mine.

shall do it. 14. When young I used to do it every day. 15. While I am shopping you can write your letter.

Exercise 14. Transcribe and intone the sentences. Mark stress and tones. Read the sentences aloud.

1. Go down Regent Street to Piccadilly Circus and then go down the Haymarket. 2. We were in Hyde Park yesterday. 3. I think so. 4. It is as hard as a rock. 5. My mother and I will be busy this morning. 6. In front of the house we have a small garden. 7. We as well as you are responsible for the work. 8. You set the table and I'll make the tea. 9. I heard them speaking to each other. 10. They were helping one another in their work. 11. I am Mr.Black, my wife is Mrs.Black. 12. He has some articles to be published. 13. Some people think so.

Exercise 15. Transcribe and intone the sentences. Mind strong and weak forms of the form (structural) words.

Do you know where I come from? She is not listening to him. What is hanging on the wall? -- Pictures are. I don't know where Tom was. Who is on duty today? -- I am. What does she buy it for? I haven't enjoy it.

I don't think I can. Is it powerfull station? - Yes, it is. Here we are. They will see into it. He came after it. As it was very far we took a bus. If necessary, I shall do it. When young I used to do it every day. As far as I know, he is away. We need more than that. They'd rather join them. He won't eat them. We shall wait for you. I am writing to her. She has already sent it to us. They didn't give me one. Give it to her not to us. Let me do that instead of you. He came but she didn't. That boy is my friend. That isn't right. I don't like that. You make the tea I'll set the table. He doesn't like them. Can't you wait for me? You may take this one. I must look at that. What are you driving at? He was there but he isn't now. I have visited them hut I shan't again. I don't usually have to do much work. I have got a book in my hand. He has not got a very nice house. He doesn't always do it. Why don't you do it in the morning? That is the game I was thinking of. That isn't where I come from. Whom are you sending that parcel to. We haven't heard him. Can't you give it to us. There were ten of us there. They are behind the door. They aren't behind the door. It's underneath this one. He was opposite the window. Put those opposite the door. I stopped

3. Disjunctive Questions

Exercise 3. Transcribe and intone the following sentences. Concentrate your attention on the intonation of disjunctive questions.

1. It was very cold yesterday, wasn't it? 2. She is better to day, isn't she? 3. He lives in the village, doesn't he? 4. Your friends know French too, don't they? 5. There is a lawn in front of you house, isn't there? 6. There are many houses in your street, aren't there? 7. You have learned this poem by heart, haven't you? 8. You are fond of skating, aren't you? 9. They shouldn't be late, should they? 10. You can't speak German yet, can you? 11. Great Britain is an Island, isn't it? 12. The Alps are higher than the Urals, aren't they? 13. You don't take beer, do you? 14. We must pay right now, mustn't we? 15. It's my turn, isn't it?

4. Intonation of Adverbials

Exercise 1. Transcribe and intone the following sentences. Concentrate your attention on intonation of adverbials.

1. In the dining room we have our meals. 2. On Tuesday we have six lessons. 3. On Saturday we go to the concert. 4. At half past seven I get up. 5. Generally, I come home early. 6. In January we have our exams. 8. At eleven o'clock I am in bed. 9. On the first floor there are bed-rooms. 10. For the present he is not here. 11. There is a library on the ground floor. 12. There is a flower bed in front of the window. 13. There is a good drama circle at our Institute. 14. There was a good language laboratory at out faculty. 15. We go to the cinema once a week. 16. We hear a ring at the door. 17. You can see a lamp on the right.

Exercise 2. Transcribe and intone the following sentences. Concentrate your attention on the adverbials in final position. Make them as a separate intonation group where necessary.

Do you do much homework? - Yes, we do a lot of home work every day.

Any news of Max - He is coming to London to day.

Exercise 2. Transcribe and intone. Pay attention to the intonation of the parentheses in the middle of the sentences.

1. I think Jack, for instance, a charming name. 2. You know, of course, he is my brother. 3. I often thought that in public, at any rate, you had been more demonstrative. 4. We live, as I hope you know, in an age of ideals. 5. "Yes, certainly, I know that" said the doctor. 6. Tom, indeed, was seldom seen. 7. No one ever looked at me before -- No, I mean, in that picture.

Exercise 3. Transcribe and intone the sentences and pay attention to the intonation of parentheses in final position.

1. Where there is a will there is a way, you know. 2. How are things with you -- Not too good, I am afraid. 3. A walking holidays depend on the weather, of course. 4. What are you going to do - We shall go the sea, I expect. 5. You were badly ill then, as far as I remember. 6. Tastes differ, you know. 7. They are geologist, as you know. 8. I don't matter, I suppose. 9. Jane doesn't make up, I am sure. 10. I feel bad, indeed. 11. You had a nice rest, I guess.

Exercise 4. Read the following sentences and pay attention to the intonation of the word "please".

Please, pronounce the word again. Please, bring me that newspaper. Please, tell me your friend's name. Please, take some salad for me. Please, show me the Alps on the map. Will you please open the window? Will you please pass me the salt? Will you please turn on the tape-recorder? Will you please repeat it again? Sit down, please! Stop talking, please! Step a side, please! Help yourself to some cake, please. Open at page sixteen, please.

7. Intonation of Complex and Compound Sentences

Exercise 1. Transcribe and intone. Concentrate your attention on the intonation of complex sentences.

Then how did you know she was here?
And what else have I to do before I embark?
What remains to be done before I go?
What the devil are you going to talk about until Eliza comes?
When I rang up what were you doing?
What will happen to me if you never come back?
If you have to revise all the material how long will it take you to
prepare for the test?
How did you know she was here?
What did you do it for if you didn't care for me?

8. Intonation of Direct Address

Exercise 1. Transcribe and intone. Use low falling tone with initial direct addresses.

1. John, listen to me. 2. Harry, look at the map. 3. Children look at the blackboard. 4. Tom, who is on duty? 5. Boys, don't be so noisy. 6. Comrades, take your seats. 7. Children, stop talking. 8. Peter, stop making noise! 9. Nick, hurry up. 10. Tom, sit here on my left.

Exercise 2. Transcribe and intone. Use Fall-Rise with initial direct addresses.

1. Peter, may I use your pencil? 2. Porter, will you see you to my luggage, please? 3. Eddy, why didn't you phone me? 4. Ann, may I take your book? 5. Mother, may I have an ice-cream? 6. Mary, will you help me? 7. Madam, which is the biggest department store in Baku? 8. Mummy, I should like another apple.

Exercise 3. Transcribe and intone and pay attention to the intonation of direct address in the middle of the sentence.

1. Good afternoon, Mrs.White, how are you? 2. No more, Mum, thank you. 3. Good evening, Ann, glad to see you. 4. I say, Peter, will you go to the cinema with me? 5. Don't worry, Mary, I'll do that myself. 6. You are wrong, Peter, that was yesterday. 7. Look, dear, a button has come off my coat. 8. Now, Jane, you'll catch cold. 9. All right, Mother,

your heart good". 9. "Is my heart good" she repeated "What business is yours that"

Exercise 3. Transcribe and intone. Concentrate your attention on the intonation of the author's words in final position.

1. "I am not ready" he said. 2. "Is this for me" he asked with surprise. 3. "I am sorry" again repeated the landlord. 4. "This is way, please" he said going on ahead of them. 5. "And how are you to day" smiled the doctor, entering the little girl's room. 6. "All right, thank you" she arrived looking at him timidly. 7. She'll be all right in a day or two, the doctor replied. 8. "Will you enjoy it?" my mother asked. 9. "I hope so" I said. 10. "You are Mr.White" she began. 11. "Good afternoon, mister" said the patient abruptly. 12. "Will you kindly sit down" said Mr.Cowlshaw turning on the light and pointing to the chair of chairs. 13. "Really" said Mr.Cowlshaw gazing on them. 14. "Open your mouth" he said bending over her head. 15. "Yes, of course" her friend answered, handing them to the attendant.

10. Intonation of Enumeration (Homogenous members)

Exercise 1. Transcribe and intone the following sentences. Concentrate your attention on the intonation of homogenous members.

1. On the ground floor there is the dining room, the lounge or sitting room, the kitchen and the hall. 2. In the hall we see a stand, for hats, coats, and umbrellas. 3. We have a small garden in which we grow flowers, roses, tulips and so on. 4. We have also a vegetable garden, where we grow all kinds of vegetables; such as potatoes, cabbages, cauli-flowers, onions and tomatoes. 5. If you are interested in churches and historical places you should go to Westminster Abbey, the Houses of Parliament, St.Paul's and the Tower. 6. If you are staying in London for a few days, you will find opera, ballet, comedy, drama, rewiev, misical, comedy and variety. 7. There you can get the best of everything -- an exellent orchestra, famous conductors, celebrated singers and well-dressed audience, 8. As a rule, the plays are well-staged - costumes, dresses, scenery, everything being done on the most lavish scale. 9. Sometimes

10. 'Stop ˌtalking. They 'stopped ˌtalking. They 'stopped their 'long ˌtalking. 'Lock the ˌdoor. They 'locked the ˌdoor. They 'locked the 'white ˌdoor. He 'asked a ˌquestion. He 'asked 'two ˌquestions. He 'asked 'two 'difficult ˌquestions. A 'white ˌteacup. He 'washed and 'wiped the 'white ˌteacup.

Exercise 2. Practise the following sentences. Mind that the number of rhythmic groups in an utterance depend on the number of stressed words.

1. Sentences with one rhythmic group.

ˌRead it now. ˌTell them about it. I can ˌdo it. He is in ˌLondon. We are at the ˌlesson. They are ˌout. He is ˌin. ˌAnswer it. ˌOpen it. I can ˌgive it to you. You could ˌdo it for me. It was ˌwonderful. I can ˌgive it to you. ˌWait for them.

2. Sentences with two rhythmic groups.

'What's ˌwrong? 'Try it a ˌgain. 'Send it a ˌway. 'Do it on ˌSunday. It 'doesn't ˌmatter. It is 'hard to ˌsay. I am 'not ˌsure of it. 'What's your ˌname? 'How ˌold are you? 'When is your ˌbirthday? 'Where do you ˌcome from? 'Where do you ˌstudy? 'What is your ˌcousin. – My 'cousin is a ˌdoctor. Look at the ˌpicture. 'What can I ˌdo for you?

3. Sentences with three rhythmic groups.

'John is 'coming to ˌLondon. I have 'often 'wanted to ˌmeet you. 'Tom is 'away on ˌbusiness. They 'went for a 'walk in the ˌpark. He 'always 'keeps me ˌwaiting. 'Can you be 'here at ˌseven? Where have 'left your ˌbag? 'What have you 'bought for ˌlunch? I am 'going to 'do the ˌroom.

4. Sentences with four rhythmic groups.

'Do you 'usually have 'dinner at ˌhome? You can 'always 'find me at 'this ad ˌdress. She will 'go to the 'Caucasus 'next ˌsummer. He sat 'thinking on his 'own ˌchildren. This 'scientist is 'known 'all over the ˌworld. You 'can't eat your 'cake and ˌhave it.

'pre-'paid	It is a 'pre-paid ,telegram. This 'telegram is pre'paid.
'old 'fashioned	It is an 'old fashioned ,dress. It is 'too old ,fashioned.
'thir'teen	'Find 'room thir,teen. The 'thirteenth of ,May is my ,birthday.
'take 'off	"Take it ,off. 'Take your ,coat off.
'silver-'haired	She was a 'silver-haired ,lady. The 'lady was silver - ,haired.
'brick-'red	My 'dress is brick-,red. I have a 'brick-red ,dress.

Exercise 5. Practise the following sentences. Focus your attention on the rhythmic division. Think of the reason of different rhythmic divisions.

1. He was 'spoken of | ,highly there.
He was 'speaking | of ,Helen there.
2. They were 'talked about | in their ,home town.
They were 'talking | about their ,home town.
3. The 'child | was 'read to | 'every ,night.
The 'child | was 'reading | to his ,aunt.
4. She' visited | her' first | 'cousin | in ,London.
She 'visited her | 'first of | 'all | in ,London.
5. "She has 'put it ,on" | her mother ,said.
She has 'put it | on her 'mother's ,desk.
6. She 'never | re'membered | her 'doctor's | ad ,vice.
She 'never | re'membered her | in those ,days.
7. He 'saw them | 'eat their ,sandwiches.
He 'saw | the 'meat was ,underdone.
8. 'Sit | in your ,place | and 'none can 'make you ,rise.
'Sitting | a'lone here | 'won't 'do any ,good.
9. There was a 'strike | in No'vember | ,again.
She was 'striking | the 'match | in ,vain.

SECOND COURSE

EXERCISES ON ENGLISH OCCLUSIVE-PLOSIVE CONSONANTS

The English consonants [p,b]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the consonant [p].

I'd like to meet your people. Please, point my pencil. Don't pass up the opportunity. Percy is as proud as a peacock. It put poor Pete on the spot. They couldn't promise good weather. He came to play a game of chess.

Exercise 2. Read the following proverbs and learn them by heart.

A penny saved is a penny gained.

Take care of pence and the pounds will take care of themselves.

To call a spade a spade.

To praise to the skies.

The proof of the pudding is in the eating.

Exercise 3. Read and learn the tongue-twister by heart.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers.

Where is the peck of pickled peppers Peter Piper picked.

Exercise 4. Read the following words and word combinations. Pay attention to the allophones of the consonant phoneme [p].

port	happy	speech	top	open	present
part	paper	sport	lip	happen	prise
pair	pepper	spade	map	shopman	prince

peer-beer	pride-bride	cop-cob	pack-hack
pair-bear	prude-brood	nip-nib	peach-beach

Exercise 9. Read the dialogue and learn it by heart.

- Passports, please!
- I think I have lost the passports, Poppy
- How stupid of you, Peter. Didn't you put them in your pocket?
- Here is a pen, a pencil, my pipe, postcard an envelope a stamp, a pin...
- Oh, stop taking thing out of your pocket. Perhaps you put them in the plastic bag.
- Here is a newspaper, an apple, a pear, a plastic cup, a spoon. Some paper plates, a piece of pork pie, a pepper pot.
- Oh, stop pulling things out of the plastic bag, Peter.
- These people are getting impatient.
- We have lost our passports. Perhaps, we drop them on the plane.
- Please, go upstairs with the policeman Mr. Tupinan.

Exercise 10. Read the dialogue and learn it by heart.

- Hello, Barbara!
- Hello, Bob. It's my birthday today.
- Oh, yes. Your birthday. Happy birthday, Barbara.
- Thanks, Bob. Somebody gave me this blouse for my birthday.
- What a beautiful blouse. It's got brown and blue butterflies on it.
- And big black buttons.
- Did Ruby buy it for you?
- Yes, and my brother gave me a hairbrush and a book about baby.
- I didn't remember your birthday, Barbara. I am terribly sorry.

The English consonants [t, d]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the consonant [t].

To by still treats the matter lightly. I bought it in the port. It was dark in the aunt's garden. Teddy is the name of her Daddy. We must take

Exercise 4. Read the following words and word combinations paying attention to the allophones of the consonant phoneme [d].

1.

date	paid	Leddy	robbed	dry	dwelt
dig	bed	ready	rubbed	dream	dwarf
deed	sad	already	god girl	drav	Dwight
dead	odd	leader	bad dog	drew	could wait
dawn	cod	ladder	good day	did wrong	would want
don't	could	rider	a cold day	cold rain	should wish

2.

garden	saddle	paid the bill
sudden	cradle	!aid the table
hidden	meddle	told the truth
maiden	paddle	read the text
couldn't	dwindle	and the others
forbidden	fiddle	and this

Exercise 5. Read the following pairs of words observing consonant contrasts:

tie – die	try – dry	but – bud	bat – bad
tear – dear	true – drew	bit – bid	write-ride
tour – dour	train – drain	set – said	let – led
toe – dough	tread – dread	seat – seed	hat – had
tower – dower	trill – drill	late – laid	mat – mad
tear – dare	trunk – drunk	latter – ladder	cat – cad

The English consonants [k, g]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the consonant [k].

He looked at me with those kind and candid blue eyes of his. I can't do anything of the kind. I stayed home from college classes. He can't keep from thinking. Have a good look at a cookery book. Ken is as cold as a

- Are they coming to England again?
- Yes, at the beginning of August.
- We can all get together again.
- I am glad they are coming in August. We can take the dog and go for a walk together.
- Yes, we can get a garden party.
- And Margaret can play her guitar in the garden.
- Yes, August is a good time to come to England.

Exercise 6. Read the following words and word combinations. Pay attention to the allophones of the consonant [g].

1.

go	big	agree	glad	green
give	egg	begin	glass	great
get	bag	angry	glow	ground
girl	dog	longer	glee	grow
gown	log	English	glue	Greek
garden	beg	England	glare	language

2.

begged	big gallery	ignore
rugby	a big town	dogma
egg cups	big cake	big man
log-cabin	big bell	dig more
dog-collar	lag behind	Pygmalion

Exercise 7. Read the following words and word combinations. Pay attention to the allophones of the consonant [k].

1.

key	mark	America	scar	clean	queen
cape	make	account	school	clever	quite
cat	tick	drinking	sky	climb	quarter
kept	oak	hiking	skate	cloud	quick
kite	cook	lucky	ski	clear	quack
car	cock	shaky	score	cloth	quality

b) a good day, hot time, good chalk, a big bell, a good dress, a cheap pen, a black coat, a big town, a round table, Dutch cheese, take John, take cheese.

c) I have got a good television-set.

What colour is that dress?

It doesn't take me long.

What kind of tape do you want?

What country are you from?

I haven't been to the club for ages.

They are very kind and jolly.

I adore Dutch cheese.

Exercise 11. Read the following words, word combinations and sentences. Pay attention to the nasally exploded allophones of plosives before [m, n, ŋ]

garden, written, pardon, happen, stubborn, ribbon, abnormal, signal, banknote, bacon, bitten, taken, dragon, wagon, warden, sudden, ignore,; black magic, a big man, a piece of bacon; He doesn't know how to help mother. He is already a big man.

Exercise 12. Read the following words, word combinations and sentences. Pay attention to the laterally exploded allophone of the plosives before the consonant [l].

a) people, bubble, little, saddle, eagle, circle, couple, apple, bottle, beetle, cycle, middle, riddle, jungle, title.

b) a little saddle, a good circle, good luck, a black label, good looking, hard life, a bright light, at last.

c) There is a big lawn in front of our house. It is a little English saddle. The chief articles are in the middle of the paper. I wish good luck to you.

miss	dim	comes	smother	ointment
mess	sum	rooms	snut	an old man

The English occlusive sonorant [n]

Exercise 4. Read the following sentences and proverbs. Concentrate your attention to the pronunciation of the sonorant [n]. Learn them by heart.

I have never seen such a garden in my life. The woman was standing there and never taking her eyes off him. The man was Henry but how he's changed since I saw him last. Well begun is half done (proverb). No pains no gains (proverb). What's done cannot be undone (proverb). It's fun to run and jump in the sun. A penny saved is a penny gained (proverb). It rained and rained and rained on that April day. He is an experienced engineer. No news is good news (proverb). No offence intended. You have found an elephant on the moon. Money spend on brain never spent in vain (proverb).

Exercise 5. Read the dialogue and learn it by heart.

- Good morning! I want an apartment in central London.
- Certainly, sir. How much rent did you want to pay?
- No more than 27 pounds a month.
- 27 a month? We don't often have apartment as inexpensive as that. We have one apartment for 29 pounds in Northend Avenue. It's down near the station.
- Is it furnished?
- No, it is unfurnished. The kitchen has no oven. It is forbidden to use the garden. No noise and no television after 11.15.
- No, thank you! I want an apartment, not more than 27 pounds.

Exercise 6. Read the following words and word combinations. Pay attention to the allophones of the sonorant [n].

no	Ann	sent	unreal	cotton
now	inn	aunt	inroad	button
knee	on	pence	sunrise	mutton

- He is standing on the ladder and banging some nails into the wall with a hammer. Now he is hanging some strong string on the nails.
- And what's Mrs. King doing?
- She is bringing something pink for Mr. King to drink. Now she is putting it under the ladder.

Exercise 10. Read the following pairs of words observing consonant contrasts:

pin – ping	ton – tongue	tan – tang	winking – winging
pan – pang	run – rung	bun – bung	banking – banging
kin – king	clan – clang	bank – bang	clanking – clanging
fan – fang	gone – gong	think – thing	sinking – singing
ban – bang	win – wing	rink – ring	
sun – sung	thin – thing	sink – sing	

EXERCISES ON ENGLISH CONSTRICTIVE FRICATIVE CONSONANTS

The English consonants [f, v]

Exercise 1. Read the sentences and concentrate your attention on the pronunciation of the consonant [f]. Learn them by heart.

He felt comfortable. He put half of the loaf on the table. There were a lot of other things in the film. Nothing will make me refuse the offer. First come first served. Fill in the form. Fan is full of fads and fancies. A fair field and no favour. Frank failed at the first go-off. Ferns grow in the damp earth near the fir trees. Learn the affirmative of the verb “to find”. To fall out of the frying pan into the fire (proverb). To put a finger on the right spot (proverb). First think then speak (proverb). Far from eye far from heart (proverb).

Exercise 2. Read the dialogue and learn it by heart.

- I want a photograph of myself and my wife.
- Please, fill in this form, sir.

Exercise 6. Read the following words. Pay attention to the allophones of the consonant phoneme [v].

vex	have	never
vast	love	over
voice	move	ever
vow	live	river
van	leave	heavy
verse	save	twelve

Exercise 7. Read the following words observing consonant contrasts:

feel – veal	leaf – leave	define – devine
fine – vine	safe – save	infest – invest
fail – veil	half – halve	wafer – waver
few – view	off – of	reference – reverence
fat – vat	serf – serve	offer – of her
fear – veer	proof – prove	his fear – severe
fairy – vary		

The English consonants [s, z]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the consonant [s]. Learn the sentences by heart.

Hotels are expensive in the South. Sam bought a pair of silk stockings. He was six or seven years old. She was sitting near enough to see his face, it gets nicer and nicer. The last straw breaks the camel's back (proverb). Speech is silver silence is gold (proverb). The sheet of steel was heated by the steam. No sweet without sweat (proverb). East or West home is best (proverb). It makes no sense. It is beside the question. I am so sorry to be such a nuisance. I cannot accept such a poor excuse. She speaks slowly, and smokes special expensive cigarettes. As she steps upstairs, her long skirts sweeps over her silver slippers. She is small and smart and sweet-smelling. Her skin is like snow. "You have stolen my heart" I once said stupidly and she smiled. But when she smiled, she smiled the smile of a snake.

it was Thursday is the other sees them
was that calls them

Exercise 5. Read the dialogue and learn it by heart.

- This parcel smells, Mrs. Jones.
- Something has written on it.
- What does it say?
- It says. This parcel contains six mice.
- Pooh!
- Listen! What is in this sack? It's making a strong hissing noise.
- Mrs. Smith, it is a sack of snakes.
- So it is. And what is in this box, Ms. Jones.
- It is making a buzzing sound.
- These are bees.
- A parcel of mice. A sack of snakes and a box of bees.
- This is very strange.

Exercise 6. Read the following pairs of words observing consonant contrasts:

sip -- zip	hiss -- his	racer - rasor
said -- zed	since -- sins	ceasing - seizing
seal -- zeal	fence -- fens	coursing - causing
sink -- zink	grace -- graze	dosing - dozing
soot -- zoot	hence -- hens	loosing - losing
sou -- zoo	cease - seize	
	rice -- rise	

The English consonants [θ, ð]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the English consonants [θ, ð]. Learn the sentences by heart.

Those are months when thousands of people go to the South. There is nothing like bathing in such weather. That is the third time this month I

Exercise 4. Read the dialogue and learn it by heart.

- Edith Smith is only thirty.
- Is she? I thought she was thirty three.
- Edith's birthday was last Thursday.
- Was it? I thought it was last month.
- The Smiths house is worth thirty thousand pounds.
- Is it? I thought it was worth three thousands.
- Mr. Smith is the author of a book about moths.
- Is he? I thought he was a mathematician.
- I am so thirsty.
- Are you? I thought you drank something at the Smiths?
- No, Edith gave me nothing to drink.
- Shall I buy you a drink?
- Thank you.

Exercise 5. Read the dialogue and learn it by heart.

- I want to buy the hat in the window.
- There are three hats together in the window, madam.
- Do you want the one with the feathers?
- No, the other one.
- The small one for three pounds.
- No, not that one either. That one over there. The leather one.
- Oh, that leather one.
- Now this is another leather hat, madam.
- It's better than the one in the window.
- It's a smoother leather.
- I'd rather have the one in the window.
- It goes with my clothes.
- Certainly, madam, but we don't take anything out of the window until three o'clock on Thursday.

Exercise 6. Read the following pairs of words observing consonant contrasts:

they – day
their – dare

read – wreathe
ladder – lather

tin – thin
tick – thick

shout
shook

lash
bush

mission
vocation

Exercise 3. Read the following words. Pay attention to the allophones of the phoneme [ʒ]

measure
treasure
pleasure
leisure
azure
seisure

decision
division
confusion
dillusion
invansion
implosure

rouge
mirage
garage
prestige
gendarme
genre

Exercise 4. Read the dialogue and learn it by heart.

- Does this shop sell washing machine?
- Yes, this is the newest washing machine, madam.
- Is it Swedish?
- No, madam, it is English.
- Please, show me how it washes?
- Shall I give you a demonstration? Here are some sheets and shirts. You put them in the machine, you shut the door and push this button.
- The machine shouldn't shake like that, shouldn't it?
- Washing machines always shake, madam.
- Do you wish to buy it?
- I am not sure.

The English consonant [h]

Exercise 1. Read the following sentences and learn them by heart.

Oliver is on his holiday. I happened to have a few apples with me. Shout in his ear. He can't hear. The man had a hammer in his hand. Habit cures habit. Arm-in-arm they couldn't do him any harm. Cockneys say "urried" instead of hurried "airy" instead of "hairy". Happy holiday! They all went to the hotel. Every man has his hobby-horse. The artist was a man with a kind heart. He hung his head in shame. He that has no head needs

EXERCISES ON ENGLISH OCCLUSIVE-CONSTRUCTIVE CONSONANTS

The English consonants [tʃ, dʒ]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of consonants [tʃ, dʒ]

It was such a pleasure to see John again. There was a large group of college students there. John had changed very much. The chief articles are on the first page. I can't say there is much imagination in your story. Just imagine he arranged all that only for his enjoyment. George and Julia don't read such literature. Just watch them when they are having lunch. There one can see naturally cottages among gently rounded hills. Chalk cliffs are found on both sides of the Channel. We must change the chairs and the pictures, they look too cheap. The middle - aged man now looked as old as stranger. Jean seated on the coach watched Angelo paint the picture. It sounded strange that the man didn't act on the stage. How could he enjoy such a cheap joke? Children are poor men's riches. To count one's chickens before they are hatched. He that mischief hatches mischief catches (proverb). Hatches, catches, matches and dispatches. Don't jest with edge tools.

Exercise 2. Read the dialogue and learn it by heart.

- Good morning, Mrs. Church.
- Good morning, Mr. Cheshire. I'd like some chops for the children's lunch.
- Chump chops or shoulder chops Mrs. Church? I'll have shoulder chops and I want a small chicken.
- Would you like to choose a chicken, Mrs. Church.
- Which one is cheaper?
- This one's the cheapest. It's a delicious chicken.
- How much is all. I haven't got cash. Can I pay by cheque.
- Of course, Mrs. Church.

jar	savage	angel	changed
jest	carrage	manager	managed
jam	age	passenger	judge Jim
jar	edge	subject	

Exercise 6. Read the following pairs of words observing consonant contrasts:

chest – jest	cheer – jeer	march – marge
cheap – jeep	cherry – Jerry	etch – edge
choke – joke	larch – large	chain – Jane
chin – gin	aitch – age	chilly – Jilly
char – jar	rich – ridge	cheered – jeered
	leech – liege	batch – badge

EXERCISES ON ENGLISH CONSTRICTIVE SONORANTS

The English constrictive sonorant [w]

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of [w].

We watched him walk quickly into the room. Where were you while we were watching the wild animals? It was quite late when we got back. We will see him once or twice a week. He was always well-dressed. A walking holiday always depends on the weather. Shallow water is warmer than deep water. I wished to guess what worried him. We watch her with wonder and always discuss what she wears. When the cat is away the mice will play (proverb). When we were children we always tried to get away from other people.

Exercise 2. Read the following sentences. Observe consonant contrasts [v-w] in speech.

What lovely violet they were! I was always very glad to have a walk with Vic. Well, you have been very inquisitive. Everything was wonderful and lovely. Very soon it was even worse. It was a silver watch to wear on

- Yes, about twelve we had veal sandwich and sweet white wine and we watched the squirrels.
- It was very nice walk.

The English constrictive sonorant [j]

Exercise 5. Read the following sentences. Concentrate your attention on the pronunciation of the sonorant [j]. Learn the sentences by heart.

The young people go to the South this year. You must use your brains to do it. The year is young yet. For years you have refused the treatment. You must take these newspapers with you. You will find very interesting news in this newspaper. You are not a student at the University yet. You have got very few tulips. The capsules are in your desk. Did you sell your old piano? Very few of you used the map. The tulips occupy a small space.

Exercise 6. Read the following words. Pay attention to the allophones of the consonant phoneme [j].

you	suit	pure
your	assume	cure
yes	few	human
year	funne	cue
young	super	tube
yard	perfume	tune

Exercise 7. Read the dialogue and learn it by heart.

- Excuse me, did you use to live in York?
- Yes.
- Did you use to be a student at the University?
- Yes, for a few years.
- Did you remember Hugh Young? He was a music student.
- Hugh Young?
- Did he use to have a huge yellow jeep?
- Yes, he used to play beautiful tunes on the tuba.

1.

rye	frame	stress	shrill	proud
ray	frank	strike	shrug	pretty
row	frock	string	shrew	praise
run	fry	straw	shriek	prove
right	friend	street	shrift	price
read	free	struggle	shrine	practice

2.

craft	traffic	draft	three	very
creep	trade	drew	through	sorry
crisis	treat	dress	thread	merry
critic	trick	drive	thrill	marry
crowd	try	drift	with right	for ever
cream	true	drop	with Rod	for instance

Exercise 12. Read the dialogue and learn it by heart.

- Are all the children grown up now, Ruth?
- Oh, yes, Laura is the cleverest one. She is a librarian in the public library.
- Very interesting. And what about Rita?
- She is a secretary at the railway station.
- And what about Rosemary? She was always very pretty child.
- Rosemary is a waitress in a restaurant in Paris. She is married to an electrician.
- And what about Miss Reed?
- Oh, she is married to a Greek and her husband is a driver. He is a lorry driver.

The English constrictive sonorant [l]

Exercise 13. Read the following pairs of words observing sonorant contrasts:

sing - ring	jam - ram	bay - ray
long - wrong	jelly - Jerry	lain - rain
light - right	fly - fry	collect - correct

2.

ultra	plan	clean	flour
will try	play	close	fly
shall	draw	place	cloud flew
all dry	plane	clap	sleep
all tricks	plate	clock	slip
all trees	plait	clip	sleet

Exercise 17. Read the dialogue and learn it by heart.

- Hello, Lily. You are looking lovely to day.
- Hello, Mr. Allen. You are early for lunch. It's only eleven o'clock.
- When I came later there is usually nothing left.
- What would you like?
- A leg of lamb, please!
- And would you like a plate of salad? It's with black olives.
- Marvellous! I like black olives.
- And would you like a glass of lemonade?
- Yes, Lily. And a slice of melon and some yellow jelly.

Exercise 18. Read the dialogue. Pay attention to the dark allophone of the phoneme [l]. Learn it by heart.

- What a beautiful bicycle!
- Paul! Be careful!
- Excuse me, sir. This child is too small to ride this bicycle.
- Be careful Paul!
- You always tell me to be careful. Don't help me. I won't fall.
- But, sir, this is a very special bicycle.
- Don't pull the bicycle, Uncle Bill. I'll do it myself (Paul falls).
- It was Uncle Bill's fault. He was holding the bicycle.

Exercise 19. Read the following words observing consonant contrasts:

no – low
night – light
nine – line

Jenny – jelly
bin – Bill
ten – tell

knot – lot
snow – slow
dog – log

Exercise 4. Read the following words and explain the relation of the phoneme [i:] to spelling.

me, she, meat, feel, re'ceive, per'ceive, com'plete, people, suc'ceed, in'deed, re'veal, be'lieve, pre'cede, a'chievement, con'ceal, de'gree, re'peat, freedom, leave, ma'chine, tech'nique 'Caesar, 'Aesop.

Exercise 5. Read the definite article before the following words.

The eve, the eel, the East, the eagle.

Exercise 6. Read the following sentences. Concentrate your attention on checked and unchecked pronunciation of the English vowel [ɪ]. Learn the sentences by heart.

Sit a bit. Sit still till I kill the fly. Pick up the big stick if it fits. Where is the bill of the mill. This is an interesting system. Finish it, it is not difficult. He is coming to England. The English money is the most puzzling in the world. Nick spent his holidays in England. He lived in Italy in the Middle Ages. It is written in simple English, isn't it? Rily wishes it finished quickly.

Exercise 7. Read the dialogue and learn it by heart.

- Is Tim in?
- Is he coming to the pictures?
- Tim is ill.
- Are you ill, Tim?
- Is it an interesting film?
- It is "Big Jim and Indians".
- And it begins in six minutes.
- We must be quick or we'll miss the beginning of the film.

Exercise 8. Learn the proverbs by heart.

1. A friend in need is a friend indeed.
2. Honey is sweet, but the bee stings.

Exercise 12. Read the dialogue and learn it by heart.

- Hello, Ben. Hello, Jenny!
- Have a cigarette.
- Thanks, Ben.
- Help yourself to whisky.
- It's on the shelf.
- How did you spend your holiday, Eddie?
- I went to America with a friend.
- Was it expensive?
- Yes, very. I spent everything.
- Haven't you any money left?
- Yes, Jenny, ten pence.

Exercise 13. Read the following words and explain the relation of the phoneme [e] to spelling.

Bet, bed, then, stress, send, 'pencil, met, 'merry, egg, 'heavy, bread, health, 'never, 'steady.

Exercise 14. Learn the proverbs by heart.

Two heads are better than one.
Good health is above wealth.
East or west home is best.
All is well that ends well.
Better late than never.

Exercise 15. Read the following sentences. Concentrate your attention on checked and unchecked pronunciation of the vowel [æ]. Learn the sentences by heart.

The lamp is bad. I am glad to see your lads. The cat is black. My bag is in your hand. That's is the man that sat on your black hat in the tram. Put the map into the bag. He has a bad plan. The man had a hummer in his hand. A fat cat sat on a mat ate a fat rat. I am glad to have it. It wasn't as bad as that. Jack isn't a bad chap. That is a bad taxi-cab

- Which passenger, Ann? That sad man with a camera. He is wearing black slacks and a jacket.

- No, that fat lady with the big black handbag in her left hand.

- Is she standing next to the lavatory?

- Yes, she's travelling to Amsterdam.

Exercise 21. Pronounce the English front monophthongs in the following words horizontally and observe the position of the tongue from [i:] to [ɪ-e-æ].

[i:]	[ɪ]	[e]	[æ]	[i:]	[ɪ]	[e]	[æ]
beat	-- bit	- bet	- bat	lead	- lid	- led	- lad
peak	- pick	- peck	- pack	scat	- sit	- pell	- pal
peat	- pit	- pet	- pat	seed	- sid	- said	- sad
heed	- hid	- head	- had	teen	- tin	- ten	- tan
eat	- it	- ate	- at	deed	- did	- ded	- dan
bead	- bid	- bed	- bad	wreak	-rick	- weck	- rack

English Central Monophthongs

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the vowel [ɜ:].

That person was a German worker. I heard of this girl. He prefers to learn German first. A word is worthless. The journalists journeyed in turn. Her work was urgent. I leave on Thursday on the third. Return early. Learn the affirmative of the verb "the stir". Ferns grow in the damp earth near the fir trees. They were in Germany a year ago. Repeat the verse word by word. The girls preferred to work turn-and-turn again. What a hurly --burly girl Urse is!

Exercise 2. Learn the proverbs by heart.

1. First come first served.
2. It's an early bird that catches the worm.
3. As is the workman so is the work.

The newspapers were a surprise to me. I like the dogs are given human names. It is one of the loveliest parts of London. The doors of the second house were opened. He bought a programme for a twopence. It was a nice place I remember. These are my sisters, Those are my brothers. He was a famous artist. I looked at him for a bit. Father decided to take holiday from his office. At last the experiment has come to an end. Never judge from appearances. This does not take her more than an hour.

Exercise 7. Practise the following pairs of words observing vowel contrasts [o-I].

affect - effect	mitre - mighty
accept - except	centered - scented
armour - army	officer - office
allusion - illusion	officers - offices
waiter - weighty	better - Betty
sitter - city	fisher - fishy
rasors - raises	battered - batted

Exercise 8. Read the following words. Pay attention to the allophones of the central [ɜ:] and front vowels before dark [ɪ].

[i:]	[ɪ]	[e]	[æ]	[ɜ:]
feel	ill	tell	shall	world
field	fill	bell	pal	girl
meal	till	tell	balcony	curl
wheel	hill	sell	alphabet	pearl
reel	pill	felt	album	hurl
peel	bill	dealt	albumen	earl

English Back Monophthongs

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the vowel [ɑ:]. Learn the sentences by heart.

We must run to catch the bus. Every country has its customs. My son likes the sun. You must not touch the nut. It's fun to run and jump in the sun. Mother is coming to see us this summer. My brother likes running very much. Every summer hundreds of people come to the South. I read the instruction on the coloured capsules. One medicine won't overcome it, take another one. One of the things that struck me was the underground. Doesn't he understand how much Mother has done for us. I wonder whether somebody does break this unbreakable rule. Hurry up! The bus is coming. Tough luck is just my luck.

Exercise 6. Read the proverbs and learn them by heart.

He laughs best who laughs last.
 While the grass grows the horse starves.
 After a storm comes a calm.
 Well began is half done.
 What is done can't be undone.
 What the heart thinks the tongue speaks.
 The tongue is not steel, yet it cuts.
 Every country has its customs.
 Don't trouble trouble until trouble troubles you.

Exercise 7. Read the following words. Concentrate your attention on the allophones of the vowel [ʌ].

some	hut	'utter	pulse
done	but	'supper	dull
come	just	'other	lull
one	shut	'sunny	bulk
mud	must	'hurry	cult
none	stuff	'mummy	bulge
tongue	puff	'southern	hull
ton	up	'upper	sulk

Exercise 8. Read the following words and explain the relation of the phoneme [ʌ] to spelling.

Exercise 12. Read the dialogue and learn it by heart.

- Good morning, George! (goal keeper)
- Good morning. Are you a reporter?
- Yes, I am from Channel 4. Please, tell our audience about the football match with York.
- Well, it was awful, we lost and the score was four. But it wasn't my fault.
- Whose fault was it?
- The forwards.
- The forwards?
- Yes, the forwards. There were always falling down or losing the ball.

Exercise 13. Read the following words and explain the relation of the phoneme [ɔ:] to spelling.

North, short, port, a'fford, forest, more, im'plore; door, floor; your. course, four, pour; roar, coarse, hourse, boar, soar; war, swarn, quarter; all, ball, tall, chalk, false; pause, cause, ap'plause, clause, saucer; saw, law, paw, raw, straw; ought, thought, taught, caught.

Exercise 14. Read the following words with the definite article.

The oar, the orbit, the organ, the order, the argument, the audience, the author, the ore.

Exercise 15. Read the following words. Concentrate your attention on the allophones of the vowel [ɔ:].

or – awed – ought	all	order
bore – board – bought	tall	autumn
saw – sawed – sort	ball	author
thaw – thawed – thought	call	daughter
tore – to'ward – taught	hall	naughty
pour – poured – port	tall	walking
core – cord – caught	shawl	saucepan

Exercise 20. Read the following words. Concentrate your attention on the allophones of the phoneme [ɒ].

odd	off	doll	'sorry
on	ox	golf	'coffee
dog	clock	sol	'orange
gone	loss	vol	'opera
fog	moth	loll	'horror
lob	watch	pol	'wallet
lodge	wash	polka	'porridge

Exercise 21. Read the following words. Concentrate your attention on vowel contrasts:

[ɔ:-ɒ]	[ɑ:-ɔ:]	[ɑ:-ɒ]
port-pot	card-cord	lark-lock
caught-cot	cart-court	sharp-shop
naught-not	hard-horde	last-lost
short-shot	far-fore	part-pot
cord-cod	guard-god	harp-hop
cork-cock	barks-box	card-cod
pork-pock	clerk-clock	cart-cot
orphan-often	jar-jaw	cast-cost

Exercise 22. Read the following sentences. Concentrate your attention on the pronunciation of the vowel [u:] Learn the sentences by heart.

He will come soon and we'll move into a new room. The spoon is too small for soup. School is over at noon. Soon they went to Zoo too. You must choose either boots or shoes. Who said the soup was cool. Sue was reprov'd at school for learning the rules. He refused to move to another room. The students used to gather in Tom's room. The two youth soon got a room in the hostel. We used to walk along its beautiful avenues. Sue is true blue. Ruth can't say boo to a goose.

Exercise 26. Read the following sentences. Concentrate your attention on the checked and unchecked character of the vowel [ʊ].

The woman took a book and looked at it. I stood in the wood and looked at the brook. Have a good look at a cookery book. The cook made a good pudding for the old woman. Could I cook the food myself? The wood was very good. The wooden cabins looked cosy. I took him to the woods. Do you put much sugar in your tea? Would you like to hear good English music? The book-shelf is full of good books. Keep a good look out.

Exercise 27. Read the dialogue and learn it by heart.

- Woman! Could you tell me where you have put my book? Isn't it on the book-shelf?

- No, the book-shelf is full of your cookery books.

- Then you should look in the bed room, shouldn't you?

- I have looked. You took that book and put it somewhere, didn't you?

- The living room?

- No, I've looked. I am going to put all my books in a box and lock it.

- Look! Mr.Cook. It's on the floor next to your foot.

- Ah! Good!

Exercise 28. Read the following proverbs and learn them by heart.

By hook or by crook. To beat about the bush. The proof of the pudding is in the eating. The exception proves the rule. No news is good news. Soon learnt soon forgotten. Too good to be true. New brooms sweep clean. To stew in one's own juice.

Exercise 29. Read the following words and explain the relation of the phoneme [ʊ] to spelling.

Pull, full, push, bush, pudding, sugar; book, look, took, shook; could, would, should; woman, wolf, bosom.

Exercise 30. Read the following words concentrate your attention on vowel contrasts [u:-ʊ].

'valid-va'liditi
'particle-par'ticular

fast-'breakfast
'Italian-'Italy

Exercise 33. Read the following words. Mind that vowels keep their full quality in unstressed positions.

can'teen'	phoneme	'someone	'tribune	'extract
'corridor	'sunbean	'toothbrush	'statue	'drawback
'contrast	'concrete	'product	'attribute	'programme
'comment	'broadcast	'teacup	'gratitude	'congress
mi'nute	'dairyfarm	'cookstall	'schoolgirl	'prospect
'abstrast (n)	'masterpiece	'football	'abverb	'sunset
'protest (n)	'chestnut	'bookshop	'sunburnt	
'cannot	'melodrama	'apricot	'bookworm	
'export (n)	'quality	'somewhat		
'safeguard				
'transport				

EXERCISES ON ENGLISH DIPHTHONGS

English Front Diphthongs

Exercise 1. Read the following sentences. Concentrate your attention on the pronunciation of the English diphthong [eɪ].

They paid two pounds a day. They stayed at my palace for two days. He lays awake all day. My weight has changed greatly. They were grey with dust. They came on a great day. Anyway they always came to see us on big occasions. I made a mistake that day. There are not any great lakes in Wales. The face of the stranger was pale. Potatoes are cultivated there. The mail train was delayed again. They named the baby Jane. They say it takes eighty-eight days.

Exercise 2. Read the dialogue and learn it by heart.

Exercise 6. Read the following pairs of words observing vowel contrasts.

pen-pain	debt-date	bell-bail
red-raid	met-made	fell-fail
let-late	sped-spade	hell-hail
men-main	pepper-paper	sell-sail
bed-bade	wet-wait	well-wail
shed-shade	test-taste	tell-tail

Exercise 7. Read the following sentences. Concentrate your attention on the pronunciation of the diphthong [aɪ].

I dislike the idea. You might like to go hiking. There is no electric light in the dining room. The “Times” was a surprise to me. It was a fine idea. I don’t like the last item. I was quite excited myself when I got the encyclopaedia. It was high time to start. The nice lamps shone quite brightly. “That might be quite right” said his kind eyes. Besides it, he is writing a nice book. They died that we might alive. I find it quite right. Ike and Ivy sat side by side quiet as mice. This type-writer is quite reliable.

Exercise 8. Read the dialogue and learn it by heart.

- Hello, Myra, Hello, Violet. You are looking nice, Violet.
- Would you like ice-cream, Violet.
- No, thanks, Violet. I’m busy typing. Talk to me some other time, I have ninety-nine pages to type by Friday.
- Never mind. Do you like riding, Violet?
- Sometimes.
- Would you like to come riding with me to night?
- Not to night, Violet. I am going for a drive with Nigel.
- What about Friday.
- I am going to climbing with Miles.
- All right. Good bye.

Exercise 9. Read the following words and explain the relation of the diphthong [aɪ] to spelling.

Exercise 13. Read the following sentences with the diphthong [au] and learn them by heart.

Now, what about going to the South? Hotels are crowded in the South in summer. We are proud of our town. Now how about driving around the town. How do you like flowers on the towel? How many ounces make up a pound? The amount of the accounts is countless. The town is surrounded by mountains. They found themselves about the town tower. Don't count aloud. It was our mother who decorated the house with flowers. Tell me all about the brown plough-land in the South. Our car makes 50 miles an hour. Somehow they sound alike. From mouth to mouth.

Exercise 14. Read the dialogue and learn it by heart.

- I have found a mouse!
- Oh! You are shouting too loudly. Sit down and don't shout.
- I have found a mouse in the house.
- A brown mouse?
- Yes, a little round mouse. It's running around the lounge.
- On the ground?
- Yes, it is under the couch now.
- Well, get it out.
- How?
- Turn the couch upside down. Get it out somehow.
- We don't want a mouse in our house.

Exercise 15. Read the proverbs and learn them by heart.

Burn not your house to rid of the mouse. Out of sight out of mind.
Empty vessels make the greatest sound.

Exercise 16. Read the following words and explain the relation of the diphthong [au] to spelling.

Out, house, mouse, loud, found, count, 'mountain; cow, how, now, brown, frown, allow, bowl; bough, plough, drought.

- His beard has nearly disappeared into his beers.
- Sh.., dear! He might hear.
- Here you are, sir, two beer.
- Cheers, dear!

Exercise 21. Read the following words and explain the relation of the diphthong [ɪə] to spelling.

Here, mere, se'vere, sphere, ad'here, shere, sin'cere; deer, beer, cheer, peer, engi'neer, leer, jeer; dear, ear, clear, year, near, rear, fear; pier, pierce, tier, bier; weird, fakir, emir; idea, ideal, real, theatre.

Exercise 22. Read the following words. Pay attention to the allophones of the diphthong [ɪə].

dear	mu'seum	ideal
mere	'nearly	real
cheer	'clearly	ma'terial
beer	'merely	cereal
here	'wary	im'perial
sheer	'fearful	filial
rear	'cheerful	burial

Exercise 23. Read the following sentences with the diphthong [eə] and learn them by heart.

Their parents don't live there. He stared at the bare walls in despair. He carefully examined the stairs. Mary doesn't care for me. I don't care where Mary is. She is wearing them with a pair of silk stockings. Fetch a chair and put it somewhere in the open air. I don't know where their chair is. I can't see any chair over there. There we were staring into the air and not daring to speak. I dare say the farewell party was too long. Neither here nor there.

Exercise 27. Read the following words and explain the relation of the diphthong [ɛə] to spelling.

Care, fare, dare, hare, rare, spare, stare, declare; pair, fair, air, chair, stair, affair, despair, repair.

ear - bear, pear, tear, wear

ere - there, where

eir - their, heir

ae - aerate, aerial, aeroplane

English Back Diphthongs

Exercise 28. Read the following sentences. Concentrate your attention on the pronunciation of the diphthong [ou-əu].

He went boating alone. I am glad to know you are both coming. I didn't know hotels on the coast were so expensive. There was no danger of pneumonia. He walked slowly as though it ached to move. Don't you know there is no smoking here. I suppose they are going away only on Monday. Only their old mother stayed home. I told him to wait for a moment. It was snowing but the rivers was not frozen over. So, you are also going to spend your holidays on the coast.

Exercise 29. Read the dialogue and learn it by heart.

- Joe! Joe! Hello!

- Oh! What is it, Joan?

- Look out of the window.

- No. My eyes are closed, and I am going to go to sleep again.

- Don't go to sleep, Joe. Look at the snow!

- Snow? But it's only October. I know there is no snow.

- Come over to the window, Joe.

- You are joking, Joan. There is no snow.

- OK. I'll put my coat and go out and make a snowball and throw it at you nose, Joe!

stir-stow	dirt-dote	learn-loan
earn-own	turn-tone	pearl-pole
stern-stone	term-tome	curt-coat
slir-slow	word-woad	work-woke
err-owe	curl-coal	irk-oak

Exercise 34. Read the following sentences with the diphthong [ɔɪ] and learn them by heart.

The boys enjoyed the voyage. If you join us you are sure to enjoy yourself. The adjoining houses were destroyed by the fire. A shilling is a silver coin and penny is a bronze coin. Here are the toys for the boys. The point is the boy wants a toy. The audience enjoying themselves made a lot of noise. The boy is my employee. The boy's temperature is thirty-eight point six. He takes great enjoyment in joining in my walks.

Exercise 35. Read the dialogue and learn it by heart.

- What a terrible noise! This is the noisiest Rolls Royce I have ever heard.

- It is out of oil?

- Out of oil? And look! The water is boiling. Perhaps, you have spoilt the motor or even destroyed it.

- How annoying! While you are changing the oil, I'll go and visit my boyfriend, Roy.

Exercise 36. Read the following proverbs and learn them by heart.

Joy and sorrow are as near as to day and tomorrow.

Too many cooks spoil the broth.

A watched pot never boils.

The voice of one man is the voice of no man.

Joy shared with others are more enjoyed.

Choice of the end covers the choice of means.

Exercise 37. Read the following words and explain the relation of the diphthong [ɔɪ] to spelling.

our – tour, tourist, tournament, dour.
ue – fuel, cruel, duel, fluent;
ew (er) – fewer, newer, sewer, viewer.
uer – bluer, truer.

Exercise 42. Read the following words. Concentrate your attention on the allophones of the diphthong [uə].

tour-tours	cure-curious	usual
sure-surely	fury-furious	cruel
poor-poorly	viewer-viewers	mutual
boor-boors	endure-during	habitual
moor-moors	lure-lured	duel
doer-does	you' are steward	fuel
pure-purely	jury-jurist	rual

Exercise 43. Practise the following pairs of words observing vowel contrasts:

more-moor	pull-poor	brook-brewer
pour-poor	took-tour	look-lure
shoe-sure	book-boor	could-cure
doo-doer	bookish-boorish	should-sure

MODIFICATIONS OF CONSONANTS IN CONNECTED SPEECH

Exercises on Assimilation

Exercise 1. Transcribe the following sentences and underline the phenomenon of assimilation.

1. There are tents in all the camps and thousands of people live in them in the summer months. 2. When the doctor came all the boys were there. 3. They have half crowns that don't say on them what they are worth. 4. She decorated the house and got the dinner for all the children. 5. All the students and the teachers laughed at the girl. 6. He lost all the things and the money.

handkerchief	tell you	windmill	please
twice	Congress	newspaper	grandmother
landscape	bacon	twenty	garden
think	sink	behind	behave

Exercise 5. Transcribe the following words. Analyse them according to the stability (historical) of assimilation.

occasion	session	orchard	literature	virtual
picture	question	situation	actual	mature
nature	horseshoe	education	five pence	measure
grandeur	impossible	illiterate	irregular	issue

Exercise 6. Transcribe the following words. Analyse them according to the pronunciation norm (obligatory / non-obligatory).

does she	let me	don't believe	a cup of tea
individual	give me	this shop	medicine
twilight	ten minutes	bacon	garden
handsome	open	I can go	grandson
It can't be done	go away	London	bridge
newspaper	used to	infant	blackboard
incapable	income	think	twenty
triumph	comfort	issue	ten forks
grandson	actual	landscape	concrete
gooseberry	horseshoe	kindness	like that
handkerchief	windmill	birthday	absurd
good morning	language	this book	let's go

Exercises on Types of Assimilation

1. Assimilation affecting the point (place) of articulation and active organs of speech.

Exercise 1. Practise the following words, word combinations and sentences. Remember that dental allophones of forelingual consonants are used before [θ, ð] due to the assimilation.

Exercise 4. Practise the following words and sentences. Remember that backlingual (velar) allophone of the consonant [ŋ] is used before consonants [k, g].

a) sink, drink, 'congress, 'concord, 'conquer, 'congregate, 'congruous.
The World Peace Congress.

Note: Mind that alveolar allophone of [ŋ] is not modified under [k, g] when the prefix is unstressed.

b) con'clusion, con'clude, con'cur, con,gratu'lation. He con'cluded his 'speech with the 'following re,mark.

Exercise 5. Practise the following words. Remember that post-alveolar allophone of [t,d,s,z] are used before [j] due to the assimilation.

e.g. education, educate, educational; graduate, issue, visual, actual, mutual, gradual.

Note: Polato-alveolar allophone of [s, z] are often used before [j, ʃ] due to assimilation affecting the place of obstruction (non-obligatory allophone)

a) this shop, is she, was she, of course she; this year, those years.

b) I don't like this shoe, give me another pair.

Does she work at a factory or at a plant?

Was she at the meeting yesterday too?

2. Assimilation Affecting the Manner of Production of Noise.

Exercise 1. Practise the following words and sentences. Note that labio-dental allophone of [m,n] are used after the consonants [f,v]. In this case assimilation affects the manner of production of noise (as well as place of obstruction and active speech organs).

a) comfort, triumph, infant, come first, ten forks, warm vest, come from.

c) How dare you threaten him and me? Don't touch me. I feel as if you had sold me forever. Can you do it? – Not now. He pressed the button several times. At last a big man opened the door.

Exercise 4. Practise the following words, word combinations and sentences. Mind that laterally exploded allophones of plosives are used before [l] due to the assimilation affecting the manner of production of noise.

a) title, cattle, saddle, middle, riddle, apple, uncle, place, glow, jungle, kettle, table, people, handle, bottle, needle;

b) at last, stop laughing, group leader, rub lightly, a big leaf, a big lawn, hard life, good-looking, glimpse;

c) At last they reached the village. I couldn't help laughing. You want to meet lots of English people. Burton gave a kindly little chuckle. Who could lose money at the bridge.

Exercise 5. Practise the following words and sentences. Mind that fricatively plosive allophones of stops are used before [s, z] (fricative plosion) due to the assimilation affecting the manner of production of noise.

a) wants, helps, begs, bags, cabs, reads, knocks, adds, maps, lads, lands, caps, cocks, cooks, laps, webs.

b) The caps are new and comfortable. She usually helps her mother. She wants to learn German too. When she heard knocks at the door she went to open it. I am glad to see you lads.

3. Assimilation Affecting the Position of the Lips.

Exercise 1. Practise the following words and sentences. Mind that labialized allophone of consonants are used before [w] due to the assimilation affecting the lip position.

a) sweet, swell, swallow, sweater, swear; twenty, twice, twilight, swirl, dwell, dweller, dwindle, dwarf, twist, footwear, persuade, equal, quality, quantity

b) Jack's done it. It's hotter today. What's the matter. The sun's very hot. It's fallen on the floor. She has to stay at home. Do you know any foreign languages? – Of course. He used to play football in his youth. I used my old coat. Used they to live there? No, they usen't. Does she know English well?

Note: Voiced and voiceless allophone of "is", "has", "his" depends on stress and the following voiced or voiceless sound. Compare: The sun is very hot. It's hotter to day than yesterday; He said that his sister was in London. Has she got his address?

Exercise 3. Practise the following words and sentences. Mind that partially devoiced allophones of sonorants are used after voiceless consonants.

a) plate, plan, please, clean, cloud, close, fly sleep, slip, present, prize, free, fry, cry, cream, tree, try, thrice, shrine, twice, twenty, swell, swine, question, quick, queue, chew, smile, sneeze, snow, smoke, tune, pew, pewter,

b) All are present at the meeting. You are my nest, my shrine. No sweet without sweat. I wanted to smash your face. When they left home it was snowing hard. Everybody understood what his question meant. Slow and steady wins the race.

5. Assimilation Affecting the Position of the Soft Palate.

Exercise 1. Practise the following words and sentences. Mind that nasal or zero allophone of [d] is used in the following words due to assimilation affecting to the position of the soft palate.

a) handsome [hæmnsən>hænsəm] handmate, kindness, handkerchief, sandwich, landscape, landlord, individual, handbag, grandson, grandmother, grandchildren, grandparents.

b) He was a comely handsome fellow. The landscape doesn't change much in winter. I saw his grandson yesterday. I saw a handbag in her hand. She cut some sandwiches for us.

b) newspaper, horseshoe, five pence, gooseberry, raspberry, used to, have to, has to, handkerchief, sandwich, landscape, handsome, newsstand, handkerchief, grandson, granddaughter.

Exercise 2. Practise the following words. Mind that “silent” and double letters (initially) in spelling are reflection of finished assimilation which is traced in orthography.

a) lamb, comb, tomb, debt, doubt, subtle, plumber, crumbs, cupboard, dumb; handkerchief, handsome, landscape, Wednesday, granddad, grandchildren, grandparents, sandwich; autumn, damn, isle, island, aisle, halfpenny, solomr, column.

b) in=im, il, ir; impossible, illegal, irreplaceable;

c) com – the “m” of “com” is assimilated to the root consonant; as in communication, collaborate, collision, connote, correspond, corrupt etc.

d) ad – the “d” of “ad” is assimilated to the root consonant beginning with “c,f,l,n,p,r,s,t” as in accord, afford, allow, announce, appeal, appoint, arrange, assemble, attack, attempt, assimilation.

*Note: But in the words **address, addick, addition, etc.** the assimilation did not take place, as the root consonant is “d”. In words **adjure, adjective, adjust, adjoin, adjudge, etc.** assimilation took place only phonetically. Double consonants in the words “**different**”, “**syllable**” are due to assimilation too.*

Stylistic Types of Assimilation

Exercise 1. Practise the following word combinations. Observe the difference in the articulation of words between full and colloquial style. Mind that assimilative allophones of the phonemes. Full style is given on the left which is obligatory, colloquial style is given on the right which is non-obligatory.

Column A
(formal speech)

that person
meat pie

Column B
(rapid colloquial speech)

that (p) person
meat (p) pie

less shy	less shy [leʃʃai]
shut your eyes	shut your eyes [ʃʌt; ər aɪz]
how is your father	how is your father [hau ɪd; ɔfa:ðə]
income	income [ɪŋkʌm]
incapable	incapable [ɪŋkeɪpəbl]

EXERCISES ON ACCOMMODATION, ELISION AND LINKING

If **by assimilation** is meant the modification in the articulation of a consonant under the influence of a neighbouring consonant, **by accommodation** is meant the modification in the articulation of a vowel under the influence of an adjacent consonant or, vice versa, the modification in the articulation of a consonant under the influence of an adjacent vowel. In accommodation a vowel or a consonant does not change its main phonemic features and it is pronounced as an allophone of the same phoneme but slightly modified under the influence of the adjacent sound.

Exercise 1. Practise the following words and sentences observing labialized allophones of the consonant phonemes before rounded vowels.

a) Paul, pool, soon, raw, goose, pot, put, call, saw, four, law, door, room, vote, cook, cock, got, chop, job, zoo, noon, too, shoe, short, jog yonder, soot, song.

b) He taught Paul to draw. Soon they went to Zoo too. A little pot is soon hot. No rose without thorn. Put the book on the top of the box. The horse is small.

Exercise 2. Practise the following words and sentences. Observe more open allophone of vowels before dark [ɪ].

a) feel, field, ill, fill, milk, tell, fell, else, shall, balcony, alphabet, doll, golf, dull, bulk, pulse, fail, ale, girl, pearl, tool, pull, all, ball, mile, oil, owl, roll, cruel, usual, real;

b) press the bell, Nell's never felt better. To tell tales out of school. All is well that ends well.

b) Tom gave his dog a piece of meat. Give him either a doll or full bottle. Rod is a bag of bones. The man had a hammer in his hand. The tongue is not steel, yet it cuts.

Exercise 7. Practise the following words and sentences. Observe longer allophone of the sonorants [m,n,l,ŋ] after short vowels and before final voiced consonants.

a) son, come, dim, fill, sing, lull, songs, dimmed, sin, sinned, Ann, full send, ram, chin, sum, him, hill, guild, his, see, den, man, bag, on, doll, full, pull, sun, badge, ham, land, sand, did, bill, men, said, none.

b) We didn't think she was ill. Lull the child, come and play with my son. Where is the bill of the mill? He sung a good folk song. The bottle is full. He is doing English well. My son Rod likes to play in the sun. It is fun to run and jump in the sun. What's done cannot be undone. Phill complains feeling ill. What will they build. The ram has big horns.

Elision

Elision is considered one of the aspects of connected speech. By **elision is meant disappearance or loss of sounds under certain circumstances**. So in rapid and casual colloquial speech a phoneme may have zero realization or be deleted. Elision occurs both within words and at word boundaries. To have an idea of the phenomenon of elision may be of two importance for foreign learner of English.

1. They should aware of the fact that the "silent" letters in many English words bear witness to historical elision.

2. They should aware of the fact that producing elision is one of the characteristic features of native speakers of English. So when the native English speakers talk to each other, a number of phonemes that the foreign listener might expect to hear are not actually pronounced.

Exercise 1. Practise the following words. Observe the "silent" letters within the words. They bear witness to historical elision.

gnat, gnaw, sign, feigm, know, knock, knight, knee, write, wright, wrong, would, should, folk, calm, balm, psalm, comb, bomb, lamb, salmon, plumber, debt, doubt, subtle, cupboard, raspberry, receipt,

tell him	tell (h)im
leave me some pudding	lea(v)e me some pudding
student	st(u:)dent
new, suit	n(u:), s(u)t
phonetics	ph(o)netics
potatoes	p(o)tatoes
correct	c(o)rrect
perhaps you	[pə'hæpʃu]

Linking

By linking in modern English is meant linking of words in connected speech by this or that phonetic means. By means of phoneme order, stress, tone, length words are given a regular shape. In connected speech linking of words, as well as their boundaries are signalled by various ways or phonetic means. The most familiar case of linking words in living English speech is the use of linking [r] at word boundaries, e.g. The door is open. He has a shower every day.

Besides, many native English speakers by analogy with linking [r] use intrusive [r] to link words ending with "a" vowel even there is no "r" in spelling, e.g. Formula (r) A, media(r) event etc.

In English speech glottal stop [ʔ] as means of linking is also used. It is often heard before vowel and at two vowel boundaries. e.g. go (ʔ) out, come (ʔ) in, what (ʔ) about, such dis(ʔ)order.

In connected speech there is no silence to indicate word boundary division, i.e. there is no physical pause made between words. In this case how one can distinguish words or word combinations with identical phoneme sequence and stress as in *grey tape – great ape: my train – might rain* etc. This is done by the use of different allophones in relation to the word boundary. It is different allophones of a phoneme that make perceptible the difference between above given words. So in "grey tape" and "great ape" the diphthong [eɪ] is longer in *grey* than in *great* and the consonant [t] has much more aspiration in *tape* than it has in *great*. The same can be said about *my train – might rain* etc.

The difference in the meaning of word combinations is caused by the difference between aspirated and unaspirated [t], as well as by longer and shorter allophones of the diphthongs [eɪ] and [aɪ]. It should be noted

Exercise 4. Practise the following words and word combinations. Take care not to pronounce the glottal stop before a vowel and at two vowel boundaries.

Day ? after day, come ? in, go ? out, have ? only, because of ? all, his ? own, Sunday ? afternoon, come ? on, I ? understand, all ? over. She is ? awfully good, such a dis?order.

Exercise 5. Practise the following words and combinations observe the differences in the articulation of non-rhotic and rhotic [r]

Column A

non-rhotic [r]
(obligatory)

father is
prove
poor and rich
forehead
the worker is
the farmer is
four and six
I am sure of it
neither apple
nor orange
nearer
horserace

Column B

rhotic [r]
(non-obligatory)

father(r)
boar(r)d
poor(r)
fore(r)
the wor(r)ker(r)
the far(r)mer(r)
four(r)
I am sure (r)
neither(r)
nor (r)
near(r)
hor(r)se race

Reduction

By reduction it is meant the neutralization of the vowel sounds in unstressed syllables. In unstressed syllables vowels are usually reduced or may be even dropped. In English reduction of the vowels in unstressed position is widely spread. The neutral sound represents the reduced form of almost any vowel or diphthong in unstressed position.

e.g. 'participle - par'ticular; com'mit-'comment; 'object-ob'ject; 'relative-re'late 'add-a'ddition etc.

5. **(Had)**

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

(some)

11. Will you have some more bread?
No, I'd like some more tea.
Did you like all the books?
No, I liked some of them.

12. **(and)**

You and I are the same age.
So are John and Mary.
And Tom, too.

13. **(He)**

John said he was coming.
Is he bringing Mary?
He only said he was coming.

18 **(at)**

I'll see you at lunch.
What's he shooting at?

21. **(from)**

I go home from work.
Here's where it came from.

23. **(to)**

Try to stop.
It's time to eat.
I don't want to.

25. **(must)**

You must (məs) try harder.
He must (məst) eat more.
She certainly must (ɪnʌst)

10. **(us)**

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

(who)

14. That's the man who helped me
That's the man who lives next door.
Who is that with you, I wonder.

15. **(that)**

I like that.
I hope that she will.

16. **(she)**

Why did she read it.
Who is she?

19. What do you think?

You like it, do you?

22. **(of)**

Most of all
Someone I've heard of.

24. **(there)**

There (ɛə) it is.
Put it there (ɛə)
There (ðə) should be a rule.
There (ðə) is a book.
There (ðə) isn't any, is there (ðɛə)

26. **(am, are, was, were)**

She is not as old as I am.
I know the Smiths are.
The last record was.
They were not as cold as we were.

actor? Make a list of new comers. Bring me that dictionary. Attend to your work at once. Don't trouble the birds. What a lovely day for a picnic! What a splendid sight! How sweet the song is! What a marvellous theatre! Are you drinking tea or coffee? Do you work at a factory or at a mill? The weather is fine, isn't it? He has no idea of it, has he? Would you kindly pass me the salt? Would you mind shutting the door? Be careful. Mind.

Exercise 2. Transcribe the following sentences. Intone them according to their communicative types.

1. He answered all the questions. 2. In fact, I am never wrong. 3. To speak quite candidly, I don't take much care of the name of Ernest. 4. I think Jack, for instance, a charming name. 5. Who has taken my pen? 6. Must we do as he says? 7. Isn't it ridiculous? 8. Your name is Ernest. One chance Martin did have? 9. Good afternoon, Mrs. White. How are you? 10. On both sides of the streets there are shops, banks and restaurants. 11. If you are interested in churches and historical places, you should go to Westminster Abbey, the Houses of Parliament, St. Paul's and the Tower. 13. If you want to have a rest go to the country. 14. He was looking for a ship, but ships never came to his island. 15. Let's go round to my place. You are many they are few (Shelley).

EXERCISES ON EMPHATIC INTONATION

Intensity Emphasis

Exercise 1. Practise the following sentences. Concentrate your attention on Intensity Emphasis.

What a glorious view! Can't you see it? What a lovely day! What a beautiful flower! I am quite serious. A don't believe it. It froze and froze. Did she really say it. What the devil have I done with my slippers? And may you never have a day's luck with them. I wanted to smash your face.

Exercise 2. Concentrate your attention on the following words expressing emotions. Group their attitudinal meaning according to widening and narrowing the range.

Exercise 5. Transcribe the following sentences using the broken descending scale (Head). Read the sentences.

We didn't think it was so awfully difficult. He was a girl with lovely violet eyes and lips like petals of a rose. He was gilded all over with thin leaves of fine gold. Mrs. Sunbury took an instant dislike to the girl and her extremely short frock. Everybody knows that it was a marvellous improvement. He wants you to read the letter as soon as possible. It's a long time since I've had the pleasure of seeing such a beautiful show. Do these trains run to the centre of the city? But didn't I tell you I knew nothing about it. You have no idea what a splendid performance it was. The old man was in a state of boiling indignation. I think he is going to ask you to lend him some money. Do you think we ought to wait till we hear from your uncle.

Exercise 6. Transcribe the following sentences using downward broken scale in proper words.

That's exactly what I said.

I don't understand a word of it.

Is she really going to make a speech?

What a curious play this is?

It was an extremely amusing film.

This is a only chance I've had of saying what I think.

By means of wireless you can speak to a man on the other side of the world.

EXERCISES ON CONTRAST EMPHASIS

Contrast emphasis is achieved by the following intonational means: using of the High Fall, Fall-Rise and Contrastive Sentence Stress.

Exercise 1. Transcribe and intone the following sentence according to the given models.

Exercise 2. Transcribe and intone the following sentences. Use contrastive sentence stress and note your contrastive implication.

She 'didn't ask you to go there. (she asked me). The book you gave me is very interesting. Many students find this exercise difficult. The whole plan wants changing.

Exercise 3. Practise the following sentences using the Fall-Rise on the last words and mind the pronunciation of the vowels with Fall-Rise. Transcribe and intone the sentences.

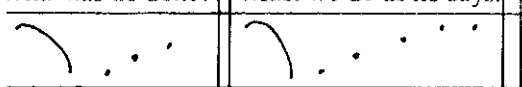
The choice is his. It isn't very big. He didn't want to live. We didn't mean that. It's only the cat. The weather is too bad. You must tell the truth. Of course, they must stop. I can't wait for the bus. We were very glad. He won the bet. You should do it now. Give it only to me. You needn't wait in the street. But you won't have time. It won't take very long. The bottle is quite full. I am sure he will. I prefer him. It is an absolute shame. It can't be done in a day. Come in the morning. It takes patience. How is the moment. It's quite possible. The roses were beautiful. It's out of fashion nowadays.

EXERCISES ON EMPHATIC QUESTIONS

In English special and general questions are made emphatic when the listener repeats the question asked by the speaker and when the listener expresses his amazement (heyɾət, təɔccüb).

When special and general questions are emphasized interrogative words, auxiliary and modal verbs take stress only and other notional words become unstressed. The interrogative word, auxiliary and modal verbs are pronounced with a wide high fall and the unstressed syllables rise gradually. So the emphatic question are said with the Fall-Rise.

e.g. 'What has he done? | 'Must we do as he says.



Exercise 3. Practise the following contexts. Concentrate your attention on sentences with intensity and contrast emphasis.

“What is that”?

«I don't know, aunt».

“Well, I know. It's jam. That's what is it?”

Forty times have I told you to leave that jam alone”.

(Mark Twain)

Higgins: Say your alphabet.

Liza: I know my alphabet. Do you think I know nothing? I don't need to be taught like a child.

H: Say your alphabet. Put your tongue forward until it squeeze against the top of your lower teeth.

What the devil have I done with my slippers?

L: There are your slippers. And there. Take your slippers. And may you never have a day's luck with them.

(B.Shaw)

- How long have you been in London?

- Only a few days; since last Monday, to be exact and I am sorry to say we have to return tomorrow week.

- Is this your first visit?

- It's my wife's first visit, but I've been here several times before.

- I have to come over at least once a year on business, and I feel quite at home in London.

(L.L.C.)

- I say, what are you and your family going to do for your holiday this year?

- Well. I don't know. It's rather difficult to please everybody. What are you doing?

- We shall go to the sea, I expect – for part of time, anyhow. Then my wife and I may go off alone for a week or so in the car.

(L.L.C.)

There | he | found | that the | English for it | was *cough* || Un fortunately
| his 'dictionary did 'not 'tell him how to pro nounce it. || Re membering,
however, | the pronounciation of the 'word *plough*, | he 'naturally
con cluded | that *cough* must be pro nounced [kau]. ||

'So he 'entered a 'chemist's 'shop and said: "Will you, please, 'give
me 'something for my cow!" || The chemist | thinking he had
misunder stood him | 'asked po litely: "I 'beg your pardon, sir?" ||

The 'Frenchman re'peated his re'quest for some 'remedy for his
cow. ||

"For your cow, sir?" replied the chemist. | "Are you a farmer
then?"

"A farmer?" answered the Frenchman | rather in dignantly. ||
"What in the 'world 'makes you think so? Oh, | no, | I 'came from
Paris, | from beautiful Paris", he added proudly. ||

The 'chemist now 'almost be'gan to think | that he was 'dealing with
a madman. || In 'great be wilderment | he 'asked a gain: "But your cow,
sir? 'Where is your cow?" ||

"Here!" cried the Frenchman, | coughing very loud | and pointing
to his chest. "Here it is! | I have a 'very 'big 'cow in my chest!" ||

Luckily, | the 'chemist under stood him | and 'gave him the 'remedy
he wanted. ||

OUR HOUSE ||

'Many 'families in London | 'live in flats, | but 'most people | 'live
in their own houses | in the suburbs || We too | have a house | in
a London suburb. || I 'bought it about 'fifteen 'years ago | when I 'got
married || Like 'most of 'London su'burban houses | it consists of 'only
two floors | the ground floor | and the first floor. ||

On the ground floor | there is a dining-room, | the lounge |
or sitting-room, | the kitchen | and the hall. || In the hall | we see a
stand | for hats, | coats | and umbrellas. || A staircase leads from
the hall | to the landing on the first floor. || On this floor | there are

- Ex_cuse me, please, | I 'think 'that's my 'niece at the door... |
- Hel_lo, Betty, dear. | I am so glad to see you. || You 'do look well. || I 'don't 'think you have met each other before. || 'Let me intro_duce you. || 'This is my 'niece, | Miss 'Smith, | Mrs. 'White, | Mr.'White. ||
- 'How do you do?
- 'How do you do?
- And 'now let's 'have some tea. || 'How do you 'like your tea Mrs. White, | strong | or weak? ||
- Not 'too strong, please | and 'one 'lump of sugar. ||
- 'I like my tea | 'rather sweet, | but my 'husband pre'fers his | wi_thout sugar. ||

'ASKING THE WAY ||

- Ex_cuse me, | 'can you 'tell me the 'way to Tra'falgar Square? ||
- Certainly. || 'Go down Regent Street | to 'Piccadilly Circus | and >then | 'go down the Haymarket. || 'Turn to the 'left at the bottom | and in 'less than a minute | you'll be in Tra'falgar Square. ||
- 'Thank you very much. || 'How 'far is it from here? ||
- 'If you walk, | it'll 'take you ten minutes | or 'quarter of an hour.
- 'Is there a bus? ||
- There is sure to be. || But you'd 'better ask the po_liceman over there. || He'll 'give you ↑ all the infor'mation you want. ||
- Thank you ||
- Ex_cuse me, officer, | 'is there a 'bus from here to Tra'falgar Square? ||
- Yes, sir, | any bus'll take you. | There is a 'busstop 'just over there. || 'Ask the con'ductor to 'put you down at Tra'falgar Square. ||
- Thank you. ||
- Does this 'bus go to Tra'falgar Square?
- Yes, sir. | 'Come a long, | 'hurry up. 'No 'room on top | in only. || 'No 'standing on the platform, | 'pass down the bus. Sorry, | full up. ||

A 'STREET IN LONDON ||

We are 'now in 'Oxford Circus | 'half-way a'long Oxford Street | 'one of the 'busiest streets | in the 'West 'End of London | and 'that 'street over there | is 'Regent Street | 'famous 'all over the world | for its 'splendid shops. || 'Near one of the 'street corners | you can 'see an 'entrance to the Subway | 'leading to the 'Underground 'Railway | or Tube as we call it. || On 'both 'sides of street | there are shops, | banks | and restaurants. ||

In the roadway | there is a 'constant 'stream of cars, | taxis, | buses | and lorries. || In some parts of London | there are trolley-buses, and trams as well. || The 'noise is deafening | but one soon gets used to it. || The 'pavements are 'crowded with people | and its 'dangerous to attempt to 'cross the road | until the 'traffic is stopped | 'either by a policeman on point duty | or by the 'red traffic lights. || In any case | before 'crossing the road | take 'care to 'look to your right | and when you 'reach the 'middle of the road | 'look to your left.

At nights | the 'streets are 'lit by electricity | or in some districts | by gas | you can 'see the 'lamp-posts and standards | on the pavements | and on the "islands" | in the 'middle of the road. || The 'main streets | are 'flooded with light | from the 'brilliant 'shop-windows | and the 'illuminated signs | and advertisements. | So that 'after dark | 'everything 'looks as bright | as in' broad daylight. ||

SIGHTSEEING ||

- 'Is it 'possible to 'see anything of 'London in one or two days? ||
- Well, | yes, | but, of > course, | 'not half enough. ||
- 'What do you 'think I ought to 'see first?
- Well | 'if you are 'interested in churches, | and his'torical places | you should 'go to 'Westminster Abbey, | the 'Houses of Parliament, | St. Paul's | and the Tower. || 'Do you 'like 'art galleries?
- ^Rather. ||
- Then 'why not 'go to the 'National Gallery | and the Tate. ||

orchestras | famous con ductors | 'celebrated singers | and a 'well-dressed audience. || But, | of course | 'if you are 'not 'fond of 'music and singing | 'opera 'won't interest you. ||

At the 'West-End theatres | you can 'see most of the 'famous English actors | and actresses. || As a rule | the 'plays are mag'nificently staged | costumes | dresses, | scenery | 'everything being 'done on the 'most lavish scale. || 'Choose a 'good play, | and you will enjoy yourself 'thoroughly from the moment | the 'curtain 'goes 'up to the 'end of the 'last act. ||

DINNER-TABLE TALK ||

'Good evening. | I'm 'so glad you were able to come. | 'Dinner's ready. | 'Let's 'go into the dining room. || Mrs. Thompson, | 'will you 'sit here on my left | and 'you, Mr. Thompson, there. || 'How long have you 'been in London?

- 'Oh, | 'only a 'few days | ,since last 'Monday, to be ex act | and I am 'sorry to say | we have to re turn | to'morrow week. ||

- 'Is this your 'first visit? |

- It's my 'wife's first visit | but I've been here | 'several 'times be fore. | I have to 'come over at least | 'once a year | on 'business | and I feel quite at home in London. ||

- And 'what do 'you think of London, Mrs. Thompson? |

- >Er. . | I 'beg your pardon | I 'didn't quite 'catch what you said? ||

- I was 'asking what you 'thought of London? |

- 'Oh, | I 'think it's a 'wonderful place. | There 'always seems to be 'something 'interesting to do. ||

- And 'how do you 'like our weather? |

- Well, | it's 'rather ^changeable | 'isn't it? ||

- 'Yes, | it is, | but 'on the whole | it's not so bad | 'once you 'get used to it ... | 'Will you 'have some 'more chicken? |

- 'No, | thank you! ||

- 'What about you, Mr. Thompson? ||

- 'Yes, please, | 'just a little | it's de licious. ||

A 'GREEDY DOG ||

A 'dog 'stole a 'large 'piece of ,meat | and 'ran a way. || He had to 'cross a 'little ,river | over ,which | there was a 'little ,bridge. || 'Crossing the ,river | he 'looked ,down | and 'saw in the 'water a ,nother dog | with a 'large 'piece of ,meat. || The 'dog did 'not ,know | that it was the re'flection of him ,self. || He 'dropped his ,own ,meat | and 'greedily 'jumped to 'have the ,other, | but he did 'not 'get ,any. ||

THE 'FARMER AND THE ,BOY ||

'One ,morning | a 'farmer 'met a ,boy | and ,asked him: | "Do you 'want a ,job?" | "Yes, I ,do" said the boy. || "Can you 'give me a 'good, ,character then?" asked the farmer. || "Yes, | I can ,give you a ,good ,character" said the boy. || "It is from Mr. ,Muggs, | the ,shop keeper. | My 'last 'job was ,with him". || "Well" said the farmer. | "Go and 'ask Mr. ,Muggs to ,come here | and ,speak to me. | I shall ,wait here". || 'Five ,minutes, passed, | ,ten ,minutes. || Mr. ,Muggs did ,not ,come. || 'Later in the 'after ,noon | the 'farmer 'saw the ,boy a ,gain. | "Mr. ,Muggs did 'not, ,come to me | with your ,character" said the farmer. || "No, sir" answered the boy. | "I 'didn't 'ask him to ,come". || "Why ,not" asked the farmer. || "Well, | I 'told him who ,waited" said the boy. || "Well" asked the farmer. || "Well, he 'told me 'your ,character" explained the boy. ||

'EXTRACT FROM "ROBINSON ,CRUSOE" ||

By 'Daniel De ,foe ||

He was a 'comely 'handsome ,fellow, | 'perfectly well-,made, | with 'straight, 'strong ,limbs, | 'not 'too ,large, | 'tall and well-,shaped; | and as I re ,kcon | about 'twenty six ,years of ,age. || He had a 'very 'good ,countenance, | e'specially ,when he ,smiled. || His 'hair was 'long and ,black, | 'not 'curled like ,wool; | his 'forehead 'very 'high and ,large; | and a 'great vi'vacity and 'sparkling 'sharpness in his ,eyes. || The 'colour of his

“Nothing?” | ‘Look at your hands, | and look at your mouth. ||
‘What is that?’

“I don’t know, aunt”. ||

“Well, I know. | It’s jam, | that’s what it is. || ‘Forty times have I
told you | to leave that jam alone. || ‘Hand me that switch”. |

The switch hovered in the air. || The peril was desperate. ||

“My. | Look behind you, aunt”. ||

The old lady whirled a round | and snatched her skirts ↑ out of
danger, | and the lad fled on the instant, | scrambled up the high board
fence, | and disappeared over it. || His aunt Polly stood surprised a
moment | and then broke into a ↑ gentle laugh. ||

THE ‘ANTS AND THE GRASSHOPPER ||

By Aesop ||

‘One cold winter day | some ants were looking at their store-
house, | in which they kept the grain | they had gathered in summer. ||
‘Just then | a grasshopper came up to them. || He looked very lean and
hungry, | and he begged them to give him something to eat. || But they
asked him | why he had no grain of his own. ||

“Why”, said they, | “did you not gather grain in the summer?” ||

“Oh, | I had no time”, he replied, || “I was always singing”. ||
‘Then they laughed and said. | “If you chose to sing ↑ all the summer, |
you may go and dance ↑ all the winter”. ||

MARK TWEN

TOM SOYERİN MACƏRALIRI

(parçalar)

- Tom!

Cavab gölmür.

- Tom!

Cavab vermir.

'WHAT IS BEAUTY? ||

from "A, wakening" by John Galsworthy ||

"What e'xactly is beauty?"

"What e'xactly is - Oh! John, 'that's a 'poser". ||

"Can I see it, for instance?" |

His 'mother 'got up, | and 'sat be, side him. ||

"You 'do every day. || The 'sky is beautiful | the stars, | 'moonlit nights | and then the 'birds, | the 'flowers, | the 'trees | - they are all beautiful. || 'Look 'out of the window | - 'there is beauty for you John". ||

"Oh! yes, | 'that's the view. || 'Is that all"? ||

All? | No. | The 'sea is 'wonderfully 'beautiful | and the waves, | with their 'foam 'flying back". ||

WEATHER ||

We 'all 'like to know | whether it is 'going to rain | or to snow | or whether it is 'going to be fine | warm and sunny. || But 'some 'people 'take ↑ special 'interest in the weather | because it is important for their work. || 'Farmers are un'able to 'plan their 'work eff,ectively | without 'accurate 'forecast of the weather | and 'travelers by 'sea and air | are 'simply ob,liged | to 'know the 'kind of 'weather to ex,pect. || A 'weather forecast | is the 'result of 'careful ob,ser,vations | at 'numerous 'weather-stations | 'all over the world. ||

THE 'TERMINAL TONES ||

The 'terminal 'tone | which con,clude the scale | is the es,sential 'part of the 'sense or intonation group. || It is 'still present | 'even if the 'sense group has ↑ no scale | and con,sist of a 'single monosyllabic word. || The 'terminal 'tone is either a 'level tone | or 'one of the 'two main 'tonal glides: | the 'downward glide, | or the Fall, and the 'upward glide | - the Rise. ||

PYG_MALION ||

By **Bernard Shaw** ||

(an extract)

Higgins: - "What the "devil have I "done with my `slippers? |

Liza: - There are your ,slippers. | And `there. | Take your `slippers.

| And 'may you 'never have a † day's `luck with them. ||

H.: - 'What on `earth! | - 'What's `matter? | 'Get `up. | `Anything

,wrong? ||

L.: - 'Nothing , wrong | with , you. | I've 'won your `bet for you |

'haven't I? || "That's enough for you. | I 'don't `matter, I su ,ppose. ||

H.: - 'You ,won my , bet! `You! | Pre'sumptuous `insect! "I , won it.

| 'What did you 'throw those `slippers, at me ,for?" ||

L.: - Be'cause I "wanted to "smash your `face. | I'd 'like to `kill you |,

,you ,selfish ,brute. | Why 'didn't you 'leave me where you † picked me

,out of | - in the , gutter? | You 'thank 'God it's `all ,over | and that 'now

you can 'throw me `back again ,there, | `do you? ||

H.: - The `creature is 'nervous, 'after ,all. ||

L.: - `M... M...

H.: - `Ah! | `Would you? | `Claws` in, `you `cat. | 'How `dare | you

'show your `temper to `me? ||

'Sit `down. And be `quiet. ||

L.: - 'Whats to be `come of , me? | 'What's to be`come of , me? ||

H.: - 'How the `devil do 'I know † what's to be`come of you? || 'What

does it `matter, | what be`comes of `you? ||

L.: - 'You ,don't ,care. | I `know you ,don't ,care. | 'You wouldn't

care if I was ,dead. | I am` nothing to , you | - 'not so 'much as them

,slippers.

H.: - `Those ,slippers.

L.: - `Those ,slippers. | I didn't `think it 'made any `difference ,now.

'Did you ever 'hear of 'Michael, Angelo? || 'He was a 'famous 'artist | who 'lived in 'Italy | in the 'Middle Ages. || 'Everybody in 'English 'Literature | 'seemed to know about him | and the 'whole 'class 'laughed | because 'I, thought he was an 'archangel. || He 'sounds like an archangel, | 'doesn't he? ||| But now, | when the 'girls 'talk about the 'things that I 'never 'heard of | I 'just 'keep still | and 'look them up | in the encyclo`pedia. || And 'anyway | I am 'just as 'bright as 'any of the others | and 'brighter than some of them. |||

And you 'know Daddy | I have a 'new un'brakable 'rule | 'never to 'study at night | 'no matter how many 'written re'views are 'coming in the 'morning || In 'stead | I 'read just 'plain books. | - I 'have to, you know | because there are 'eighteen 'blank 'years | be'hind me. || You 'woudn't be 'lieve | what an a'byss of 'ignorance my mind is; | I am, just 'realizing the 'depths my self. |||

'COMMERCE AND 'INDUSTRY ||

'Great Britain | is 'one of the 'most im'portant com'mercial | and 'trading 'centres in the world. || 'Britain 'buys 'more goods | than she 'sells; || her 'imports ex'ceed her 'export. || 'Not being a 'great agri'cultural 'country, | 'England had to obtain her 'food supplies 'largely from a 'broad. || She 'also has to im'port 'many 'raw ma'terials | such as 'wool from Au'stralia; | 'timber from 'Sweden and Finland; | 'cotton | pe'troleum | and to'bacco from the 'United States. || 'Wine and fruit | are im'ported from France, | Italy, | Spain | and the Do'minions; || 'dairy | pro'duce from 'Denmark and Holland | and so on.

'One of the 'most ex'tensive 'industries in England | is the 'textile 'industry; | i'mmense 'quantities of 'cotton and 'woolen goods | and arti'ficial silk | are produced and e,xported | 'English 'leather goods are 'also in 'great de'mand in other countries. || 'Great Britain is 'noted for its 'coal mines | and for 'iron and 'steel goods | and it supplies 'many 'countries | with 'certain 'classes of ma'chinery. || A'nother 'leading 'industry in this 'country | is 'shipbuilding. || The 'motor 'industry | is 'also very 'flourishing. ||

P: 'Turn 'right there | and 'keep straight on | until you 'come to 'Manchester Road.

T: 'Is it far?

P: No, | it's about 'twelve 'minutes walk from here.

T: Oh, | it'll 'take me 'more than that. 'Could I 'get there by bus?

P: Yes, | but in that case | you must 'go a 'hundred 'yards back.

T: 'Thank you 'very much in deed.

P: It's a pleasure, madam.

4. 'Asking the 'Way to the 'British Mu seum

T: Ex cuse me, | but I am 'trying to 'find the 'British Mu seum.

P: 'First left, | 'second right. You can't miss it.

T: 'Is it 'too far to walk?

P: No, | it's 'only a 'couple of 'hundred yards.

T: 'Thanks very much.

P: 'That's all right.

5. 'Asking the 'Way to Tra'falgar Square

T: Ex cuse me, | 'can you 'tell me the 'way to Tra'falgar Square?

P: Certainly. 'Go down Regent Street | to 'Piccadily Circus | and 'then 'go down the Haymarket. 'Turn to the 'left at the bottom | and in 'less than a minute | you'll be in Tra'falgar Square.

T: 'Thank you 'very much.

'GOING BY 'BUS TO 'WESTMINISTER BRIDGE

Traveller (T)

Bus conductor (C)

T: Does 'this bus go to 'Westminster Bridge?

C: No, sir. You will 'have to 'get off at 'Marble Arch | and 'take a 12.

T: 'Could you 'tell me 'where to 'get off?

C: It's 'four stops after this one.

T: Well, I 'don't know the 'place very 'well ,yet, | but I 'like ,what have 'seen so ,far.

'Going by 'Bus to the 'Town , Hall

T: Is 'this the 'right 'bus for the 'Town , Hall?

C: No, | you ,should have 'caught a ,12. 'Jump 'out at the ,bridge | and 'get one , there.

T: 'Could you 'tell me 'when we 'get , there?

C: It is 'three 'stops after , this one.

IN THE , UNDERGROUND

1. Traveller (T)

2. Attendant (A)

'Going to 'Swiss , Cottage

T: 'Which 'way do I 'go to 'Swiss , Cottage, ,please?

A: 'Take the 'District to 'Charing , Cross | and 'then 'get the , Bakerloo.

T: 'Which 'platform do I , want?

A: 'Follow 'those , signs, sir. You 'can't go , wrong.

T: Thank you.

A: 'That's all , right.

'Going to 'Leicester , Square

T: 'How do I 'get to 'Leicester , Square, ,please?

A: 'Take the 'Central to 'Tottenham , Court, Road, | and then 'change to the , Northern, Line.

T: 'Where do I 'go , now?

A: 'Take the 'escalator on your , right.

T: Thanks.

A: 'Not at , all.

AT LUNCH

1. Hostess (H)
2. Neighbour (N)

H: A'nother 'piece of 'meat 'pie?

N: 'No, | 'thanks, | 'really. | I am on a 'diet.

H: 'Please 'do. You have 'hardly 'eaten 'anything.

N: It's de'licious, | but I 'don't 'think I 'ought to.

H: 'Do have the 'rest of the 'mashed po'tato.

N: 'No, | 'thank you. | I have 'had 'too much al'ready.

H: 'Just 'take it to 'please, me.

N: 'O, 'K. | but 'only a 'small 'piece | or I 'shan't have 'room for 'any 'pudding.

'Tea Time

H: 'Would you' like a 'cup of 'tea?

N: 'Only if it's 'not too 'much 'trouble.

H: 'Do you 'like it with 'milk | or 'sugar?

N: 'Not 'too much 'milk | and just 'half a 'spoonful, 'please.

H: 'How about a 'nice cup of 'tea before you 'go?

N: 'Yes, | I'd 'love one.

H: 'How do you 'like it?

N: A 'strong one with 'three 'spoons for me, 'please.

In a 'Coffee 'Bar

1. Traveller (F)
2. Traveller's Friend (F)

F: 'What can I 'get you to 'drink?

T: An 'iced 'Coke (coca cola) would 'go down 'well.

- A: 'How is your 'brother these 'days?
 B: He has 'not been too 'well just 'recently.
 A: I am sorry to 'hear 'that. 'What's the 'matter?
 B: I 'think he has 'been over 'working.
 A: I 'hope he 'soon gets 'over it.
 B: 'Thank you. He will be 'pleased to 'hear you 'asked after him.

'Meeting 'People After a 'Long 'Time

- A: We 'haven't 'seen you for 'ages? 'Have you been 'ill?
 B: 'No, | I have been to 'north for a 'month.
 A: 'Where was 'that?
 B: 'Glasgow. | I 'got back the 'day before 'yesterday.
 A: 'How 'nice to 'see you a 'gain. 'Where have you 'been? 'Home?
 B: 'No, | I have been 'visiting 'relatives.
 A: 'Whereabouts?
 B: 'Edinburgh. I have 'got a 'cousin there.

INTRODUCTIONS AND OPENING CONVERSATION

- A: 'Mother, | 'this is 'Joe's 'brother, | 'David.
 B: 'How do you 'do?
 C: 'How do you 'do?
 B: 'How do you 'like 'London?
 C: It's 'quite 'different from what I ex'pected.
 B: 'Don't 'worry, | you will 'soon get 'used to it.
 A: Mrs. 'Hughs, | I'd 'like to intro'duce my 'Greek 'friend, | 'Milos.
 B: 'How do you 'do?
 C: 'How do you 'do?
 B: 'What are your 'first im'pressions of 'London?
 C: Of 'course, | it is 'much 'colder 'here | than it is at 'home.
 B: 'Never 'mind; | you'll be 'all 'right | in a 'week | or 'two.

'Booking an 'Airline 'Ticket to Bàki

T: I'd 'like to 'book a 'flight to Bàki | for 'Friday the '2nd.

A: I'll 'have a 'look at the 'time-table for you, sir.

T: I'd 'like to 'travel 'first class 'please, | and I 'don't 'want a 'night flight.

A: 'Yes, sir ... | 'Flight 'Q '70'3 'takes 'off at '10.15 | and 'flies direct.

T: I 'see. 'When am I su'pposed to 'check 'in?

A: 'If you are 'going to the 'airport | you must be 'there before '9.00.

T: 'Can I 'break my journey 'anywhere?

A: 'No, madam. It's 'non-stop 'flight to Bàki.

'Going Through the 'Customs

1. Traveller (T)

2. Customs Officer (O)

O: 'Are these 'three 'cases 'all you 'have, sir?

T: 'Yes, | They are 'all I 'have.

O: 'Well, I 'would you 'please 'read this 'notice 'carefully?

T: 'Thank you.

O: 'Do you under'stand the 'notice?

T: 'No, | 'not very 'well.

O: You must de'clare anything you have 'with you | which is 'new | or which you've 'got only 'recently. 'Also | you must de'clare 'anything whether it's 'new or 'not | 'which is 'in your 'luggage | and 'isn't for your 'own 'use. 'Any 'presents, for ex'ample.

T: I 'see. | 'Yes, | I 'have got some 'presents. | 'I've 'got a 'bottle of 'whisky | and some ciga'rettes.

O: 'Would you 'show them to 'me, please.

T: 'Yes. | 'Here they 'are.

O: 'Oh 'yes. | 'Only 'half a 'bottle of 'whisky. You are a'llowed 'that. 'Now, | 'these 'boxes of ciga'rettes. 'That's 'more than I can a'llow

T: I 'hope it is ,quiet. I 'hate a ,noise at ,night.

R: I 'think you'll 'find it ,is, sir. It 'faces the ,courtyard.

T: 'How 'much ,is it?

R: 'Seven 'pound a ,night | in'cluding ,breakfast.

T: 'All ,right | I'll ,take it.

R: 'Will you 'fill up this ,form, please.

T: ,Surname, | ,Christian name. | Natio ,nality | 'Permient Ad ,dress.

| 'Place and 'date of ,birth. | ,Signature. 'Is that 'all ,right?

R: ,Yes, | 'that's all | ,thank you. And 'here is your ,key. The 'page will 'show 'up to your ,room | and your 'luggage will be 'brought 'up 'straight a ,way.

IN THE ,DINING-ROOM

1. Traveller (T)

2. Waiter (W)

W: 'Good ,evening, madam. 'Table for ,one?

T: ,Yes, please.'Show me the ,menu, ,please.

W: 'Here you ,are. 'What would you 'like to be ,gin with | -- 'fruit ,cocktail, | to'mato ,juice, | or 'hors ,doeuvres?

T: The 'fruit ,cocktail, I think -- ,iced ,please. Then the 'casserole of 'fish ,afterwards.

W: 'Very ,good, madam. 'What's the 'number of your ,room?

T: 'No '34 ,9.

W: 'What ,follows, madam?

T: I 'think I should 'like ,this | -- 'fried 'lamb ,cutlets. And 'what ,vegetables have you?

W: Po'tato cro'quettes and 'fresh 'garden ,peas.

T: ,Good. | 'Bring me ,both, please.

W: 'Very ,well, madam.

T: And 'what about the ,bill?

W: 'That's 'all ,right, madam. It will be 'put on your account. You 'pay when you ,leave.

C: Yes, sir. | 'Here are 'ten 'five pound notes, | 'eight pound notes | and a 'hundred and 'twenty 'pence in change.

T: Thank you.

ON THE TELEPHONE

1. Traveller (T)

2. Telephone Operator (O)

T: Hello, switchboard, | 'can I have a line, please?

O: Sorry, | they are 'all en_gaged. 'Will you 'hold on?

T: Well, | 'this 'call is 'rather im_portant.

O: There has been a 'rush on the switchboard | this morning.

T: My 'call is u_rgent, really.

O: 'Hold on a moment. There is a 'line free now. 'Trying to connect you.

T: It's 'always the same | when you are in a hurry.

O: Number, please.

T: 'Can you 'get me 'East 'Haddon '269,9?

O: 'What is your number, please?

T: '99,7 | '0'09,2.

AT A BIG STORE

1. Traveller (T)

2. Shop Assistant (A)

T: 'Could you 'show me some 'tweed suit, please.

A: 'Do you 'want 'something heavy | or light?

T: Light, please.

A: Yes, madam. 'Do you 'know your size?

T: 'Last year | it was 13, | but I've 'put on some 'weight since then, | so you 'better 'take my measurements, please.

A: 'Very good, madam... I 'think 'size 14 will fit you. 'Do you 'like any of these?

AT THE CHEMIST'S

1. Traveller (T)

2. Chemist (C)

C: 'Good morning.

T: 'Good morning. I 'want a 'tin of 'first aid dressings, please.

C: 'Yes. | This 'small 'tin is ten pence, | and the 'large 'size is 'twenty five.

T: I'll 'take smaller one. And I 'want a 'bottle of iodine, please. Oh, | and some tooth-paste | and a tooth brush.

C: 'Nylon | or bristle?

T: 'Oh, bristle, I think | but a 'fairly hard one.

C: 'Well, | I can recom'mend this one, madam.

T: 'Oh, 'this is white'. Haven't you 'any coloured ones?

C: 'Yes, | certainly. We have the 'same 'brush in 'several colours. >Now, | 'how about 'this 'yellow brush?

T: I'd 'rather 'take that green one.

C: >Er -- | I 'think 'that's a soft one, madam. 'May I just look? 'Yes, | it is. | But the 'blue 'brush is hard.

T: 'That will do, then. | 'That's all, | thank you.

Out Shopping

1. Traveller (T)

2. Shop Assistant (A)

A: 'Good morning! 'Can I help you?

T: 'Can I have 'acrosol air-freshener, please? How 'much is the 'large size?

A: It's '32 pence, | and the 'small one is '19 pence.

T: I'll 'take a small one, please. | And a sham poo. 'How 'much are these?

A: 'Ten pence each.

T: I'll have one, please.

A: 'Anything else, madam?

T: Right. Careful. How long does it take to get to Brighton?

F: Exactly an hour. It's non-stop.

T: Would you mind if I opened the window?

F: Not at all.

T: I love travelling by train, particularly when the train isn't crowded.

F: So do I.

AT THE POST-OFFICE

1. Traveller (T)

2. Clerk (C)

T: Good morning.

C: Good morning, sir. What can I do for you?

T: I want to send this parcel.

C: Put it on the scales, please. That will be 90 pence.

T: Right. And I want three five-penny stamps, please. And how much do I have to put on a postcard to Denmark?

C: It's three pence for a postcard to the Continent.

T: Thank you. I'll take two three-penny stamp, please.

C: That comes to forty-six pence, sir.

T: O.K. Here is a pound note. I am sorry I haven't anything smaller.

C: That's all right, sir. Fifty-four pence change.

T: Thank you.

T: Good morning.

C: Good morning, sir. What can I do for you.

T: I want to send a telegram. Where can I get a form?

C: You'll find some over there | ... will you put your name and address on the back? That will be 80 pence.

T: Do you mind telling me, | where I can get stamps and registered envelope?

C: At the next counter.

will enable us to read other people's thoughts. Should that happen some people might feel quite uncomfortable.

BROADCAST PROGRAMMES

1. Traveller (T)
2. Traveller's Friends (F)

F: Well, how is your set going?

T: Oh, not too badly though I have had some difficulty lately in getting good reception from the more distant stations.

F: I have noticed quite a lot of interference on my own set too. I suppose it is the weather.

T: Of course, mine is rather an old-fashioned model compared to yours.

T: What kind of programme do you like best, then?

F: Oh, I like a straight play. I find some of the talks very interesting too, and I never miss the sporting events. I got most excited over the international football match last Saturday.

F: You listen to the English language broadcasts a good deal don't you?

T: Yes, I do, and I understand nearly everything. With all the practice in ear-training I have had, English pronunciation and intonation hold no terrors for me now, and if a speaker uses a word I am not familiar with the context usually gives me the clue to the meaning.

F: You are lucky you know English in addition to your mother tongue. I wish I had your gift for languages.

T: Well, I don't think I should call it a gift. Anyone who's prepared to take a little trouble can do the same, where there is a will there is a way, you know.

B: Would you 'lean back a little. Thank you ... I've 'done the 'sides and the 'back. 'What about the 'top?

T: Well, | a 'little 'off the 'top, please.

B: 'Right to ... | I 'see your 'hair is 'getting a 'bit 'thin on 'top, sir.

T: 'Yes, | I 'know. I 'tried one or 'two 'hair 'tonics | but they did 'not seem to 'help.

B: I have 'got a very 'good one 'here. I can recom'mend. It is es'pecially 'good for 'dry 'hair.

T: 'Oh, 'well, | I'll 'try it. And after the 'haircut | I'd 'like a sham'poo, please.

B: 'Wet | or 'dry shampoo, sir.

T: 'Wet, please.

AT A HAIRDRESSER'S

1. Traveller (I)

2. Hairdresser (H)

H: Good 'morning, madam. 'Would you 'like to 'come over 'here? 'Now, | 'how would you 'like your 'hair 'styled, madam?

T: I'd 'like as it 'is, | but 'tidy it 'up a 'bit, please.

H: 'Yes, madam. We'll sham'poo your 'hair 'first... | 'Now, | if you'll 'come over to the 'dryer please.

T: 'Yes, | I am 'rather in a 'hurry. 'Could you 'put me under a 'hot 'dryer?

H: 'Yes, madam. 'Sit 'down, please. This 'dryer is 'hot e'nough | and I'll 'come and 'comb out your 'hair in 'half an 'hour. 'Will 'that be 'all 'right.

T: 'Yes, | 'thanks.

D: 'Right you are, | 'since it's a 'small job, | but 'some 'people prefer it... 'That's 'all for to 'day, | but there are 'two or 'more 'teeth that 'need a 'ttention.

T: 'Then I'll 'have to 'come a'nother 'time. 'When can you 'see me?

D: 'Would '10.'30 next 'Friday 'suit you?

T: 'All 'right. 'That 'suits me 'very 'well. | Good-'bye.

D: Good-'bye. | 'See you 'next 'Friday.

LOST PROPERTY

A. 'LOSING AN UM'BRELLA

Traveller (T)

Traveller's Friend (F)

T: I 'wonder if you could 'help me, Frances.

F: 'Well, | I can 'try, 'dear. | Now, | 'what's the 'trouble?

T: I've 'lost my um'brella. Can you 'tell me what to 'do about it?

F: 'Have you 'any i'dea | 'where you 'lost it? 'Did you 'leave it in a 'shop?

T: I 'don't 'think 'so. 'Let me >see | ... 'No, | I have 'only been at the 'post office / and I 'know I 'had it in my 'hand | when I 'came 'out.

F: 'Mm, | 'Well, 'dear, | 'if you 'dropped it in the 'street | we should 'go to the 'nearest po'lice 'station.

T: I 'don't 'think I 'lost it in the 'street.

F: 'Then, | per'haps | you 'left it in a 'bus?

T: 'Yes, | 'that must be it | I 'came here on a 'bus.

F: 'Then | the 'best 'thing for you to 'do | is to 'go to the 'Lost 'Property 'Office / at 'Baker Street | 'some time after 'ten o'clock to'morrow 'morning. 'If the con'ductor 'found your um'brella | or if 'someone 'handed it to him | it will be 'there. I am 'sorry | I can't 'take you there my'self to 'morrow.

T: 'That's all 'right. | 'Thanks all the 'same. I 'go to the 'Lost 'Property 'Office | at 'Baker Street.

POEMS

'SOLOMON GRUNDY

'Solomon Grundy, |
'Born on Monday, |
'Christened on Tuesday, |
'Married on Wednesday, |
'Ill on Thursday, |
'Worse on Friday, |
'Died on Saturday, |
'Buried on Sunday, ||
'That was the end,
Of 'Solomon Grundy.

A JOKE ||

By Stephenson ||

They 'walked in the 'lane to gether. |
The 'sky was 'covered with stars, ||
They 'reached the 'gate in silence, |
He 'lifted down the bars. ||
She 'neither smiled | nor thanked him, |
Be'cause she 'knew not how. ||
For he | was 'just the 'farmer's boy, |
And she | the 'farmer's cow. ||

O zülmət məzarda yatacağam mən də,
O zənglər dinəcək axşam düşəndə.
O gözəl vadidən başqa nəğməkar,
Gəlib keçəcəkdir üzündə bahar,
Gözləri güləcəək könlü coşacaq
Sizə heyran olub nəğmə qoşacaq.

Təçsümə edəni: *Sabir Mustafa*.

S. Vurgun

,AZERBAI_JAN ||

Who 'knows not 'you are `mine? |
You 'are my `nest, | my `shrine, |
My 'native `land | 'ever `shine, |
You 'are my` heart, | 'I am your `son,
,Azerbai_jan, ,Azerbai_jan. ||

'Look at Ba_kı, | 'do ,turn and `see, |
'Candles are `they | the 'beach and `sea. |
`Here, | here 'always you `be;
'Every' derrick `roars, | `lightens |
The `hills, | `valleys, | the `mountains. ||

'Often I 'roamed through ,this `side, |
By the 'springs 'crane`-eyed. |
I have 'listened from' far` height |
To the 'rivers like the A_raz, |
'We are with `them, | 'they are with `us. ||

Who 'knows not 'you are` mine? |
You 'are my `nest | 'my `shrine, |
My 'native `land | 'ever `shine, |

But he | that 'filches ,from me my 'good ,name, |
'Robs me of ,that | which 'not en'riches `him. |
And 'makes ,me | 'poor in ,deed. ||

TƏMİZ AD

İstər kişi olsun, istərsə arvad
Onunçün şərəfdir ləkəsiz bir ad.
Mənim pul kisəmi oğurlayan kəs,
İnanın heç bir şey qazana bilməz.
Mənim aləmində mal, pul heç nədir
O bu gün məndədir, sabah səndədir.
Fəqət deyiləsi bir sözüm də var;
Ləkəsiz adına qara yaxanlar,
Gəlirsiz, qazanəsiz sözlər söyləyir,
Məni el içində bədnam söyləyir.

Tərcümə edən: Ənvər Rza

A ,MADRIGAL ||

By W. Shakespeare ||

'Crabbed 'age and ,youth | 'cannot 'live to ,gether; ||
'Youth is 'full of ,pleasure, | 'age is 'full of ,care; ||
'Youth like 'summer ,morn, | 'age like 'winter ,weather; ||
'Youth like 'summer ,brave, | 'age like 'winter ,bare ||
'Youth is 'full of ,sport, | 'age's 'breath is ,short; ||
'Youth is ,nimble, | 'age is ,lame: ||
'Youth is 'hot and ,bold, | 'age is 'weak and ,cold; ||
'Youth is ,wild | and 'age is ,tame ||
,Age, | I 'do ab'hore `thee, | ,youth | I 'do a'dore `thee; ||
'Oh | My `Love, | my 'Love is ,young. ||

Dalğalar qol-böyün gəlir sahilə,
Dağlar opüş alır göyün üzündən.
Bir çiçək çiçəyə xör baxsa belə,
Onun günahını əfv etməyəm mən.
Günəş bu torpağı queməyir əbəs,
Ay önur dənizi, görmürsən məgər!
Bu ləzzət bir qara qəpiyə dəyməz
Sən mənim üzümdən öpməsən əgər.

Tərcümə edən:

Ənvər Rza

THE 'SLAVE'S' DREAM ||

By H. W. Longfellow ||

Be'side the un'gathered rice he lay |
His sickle in his hand; ||
His 'breast was bare, | his 'matted hair |
was 'buried in the sand. ||
A'gain, in the 'mist and 'shadow of sleep |
He 'saw his 'Native Land. ||
Wide 'through the 'landscape of his dreams |
The 'lordly Niger, flowed. |
Be'neath the 'palm-trees on the plain |
Once 'more a king he strode; ||
And 'heard the 'tinkling caravans |
De'scend the 'mountain road. ||
He 'saw once 'more his 'dark-eyed queen, |
A'mong her 'children stand; ||
They 'clasped his neck, | they 'kissed his cheeks, |
They 'held him by the hand; ||
A 'tear 'burst from the 'sleeper's lids, |
And 'fell into the sand. ||

You've 'dashed no 'cup | from 'perjured lip, |
You've 'never 'turned the 'wrong to right,
You've 'been a 'coward | in the fight. ||

DÜŞMƏNSİZ

(Çarliz Makey)

Dostum, sən düşmənim yoxdur, deyirsən?
Əfsus! Lovğalığın nə mənası var:
Həqiqət uğrunda döyüşə girsən.
Bilərsən, igidin düşməni olar.
Dünyada yoxdursa heç bir düşmənin.
Demək, misgin keçib həyatın sənin.
Dözmüsən xainin xəyanətinə,
Rəzil adamların rəzalətinə.
Satqın biləyini qırmamısan heç.
Yaltağın ağzını cırmamasın heç.
Haqsızlıq önündə susub qalmısan,
Hər vaxt döyüslərdə qorxaq olmusan.

Tərsümə edəni: *Sabir Mustafə.*

LEISURE ||

By W.H. Davis ||

'What is this life | if, 'full of care, |
We 'have no time | to 'stand and stare. ||
No 'time to 'stand be'neath the boughs |
And 'stare as 'long as 'sheep or cows. ||
No 'time to see | when 'woods we pass, |
Where 'squirrels 'hide their 'nuts in grass. ||
No 'time to see, | in 'broad day light, |

THE 'ARROW AND THE SONG ||

By H.W. Longfellow ||

I 'shot an 'arrow into the air, ||
It 'fell to earth | I 'knew 'not where, ||
For, 'so 'swiftly it, flew, | the 'sight,
Could 'not 'follow it in its flight. ||
I 'breathed a 'song into the air! ||
It 'fell to earth, | I 'knew not where! ||
For 'who has 'sight so keen and strong, |
, That it can 'follow the' flight of a song. ||
Long, 'long afterwards, | in an oak, |
I 'found the arrow | still unbroken; ||
And the song, | from be'ginning to end, |
I 'found a gain in the 'heart of a friend! ||

NƏĞMƏ VƏ OX

H. Longfellow

Tarım çəkib kamanı, bir ox atdım havaya
Azad olmuş quş kimi, o, milləndi səmaya.
Bildim ki, göydə qalmaz, yəqin düşdü torpağa.
Göz işlədikə baxdım, ancaq bilmədim hara...

Qəlbimdən nəğmə qopdu, səpələndi səmaya,
Çökilən duman kimi, sanki hopdu havaya.
Kimin baxışlarıdır həm güclü, həm də kəskin,
Ki, izləsin nəğmənin havada çılğın rəqsin?

Sonralar, çox sonralar bir pələndim altında,
Tapdım atdığım oxu öz əvvəlki halında.
Həğməm isə... bu nəğmə hədəf getməyib demə,
Tapdım onu ən yaxın dostlarımdan qəlbimdə.

Tərcümə edən: *Kəmalə Nəcəfova*

TWILIGHT ||

by George Gordon, Byron ||

It is the hour | when from the boughs /
The 'nightingale's 'high 'note is heard; //
It is the hour | when 'lover's 'vows, /
Seem 'sweet in 'every 'whispered word. //
And 'gentle winds | and 'waters near, /
Make 'music to the 'lonely ear. //
Each 'flower the ↑ dews have 'lightly wet, /
And 'in the sky | the 'stars are met, /
And 'on the wave | is 'deeper blue, /
And 'on the leaf | a 'browner hue. //
And 'in the heaven | that 'clear obscure. /
So 'softly dark, | and 'darkly pure, /
Which 'follows the de'cline of day, /
As 'twilight melts | he'neath the 'moon a way. //

TORAN DÜŞƏNDƏ

C.Q. Bayron

İndi o dəmdir ki, yaşıl budaqdan,
Qalxır zənguləsi şeyda bülbülün.
İndi o dəmdir ki, qopur dodaqdan,
Şirin əhd-peymanı sevən könülün.
Xəfif küləklər də, sular da sözlü --
Nəğmələr pıçıldar qulağa gizli.
Hər gülün üstündə şəbnəmdən pərdə,
Ulduzlar görüşür uca göylərdə.
Dalğalar da qonur, dəniz də qonur,
Yarpaqlar da qalar qonurdan-qonur.
Həzin toranlığa bürünür göylər, -
Tutqunluq bir qədər, ziya bir qədər.

MƏNİM QƏLBİM DAĞLARDADIR

(Robert Benz)

Mənim qəlbim burda deyil, mənim qəlbim dağlardadır.
Mənim qəlbim maral gəzir, gayalıqda şikardadır.
Təkələri qova – qova batır qara, düşür çənə,
Hara getsəm, harda olsam dağlardadır qəlbim yenə.

Bağışlayın, siz ey dağlar, əziz şimal, el qucağı,
Şücaətin saf beşiyi, var – dövlətin zər yatağı.
Dolansam da bu dünyanı başdan – başa mən sərgərdan.
Uca dağlar, uca dağlar, kim unudar sizi bir an.

Bağışlayın, bulud saçlı, qar örpəkli şiş zirvələr,
Bağışlayın, yaşıl donlu, saf çeşməli, gen dərələr.
Bağışlayın, göy meşələr, nəğmə dolu günlər, aylar.
Bağışlayın, aşın – daşın, ağ köpüklü cöşgün çaylar.

Mənim qəlbim burda deyil, mənim qəlbim dağlardadır.
Mənim qəlbim maral gəzir, qayalıqda şikardadır.
Təkələri qova – qova batır qara, düşür çənə,
Hara getsəm, harda olsam dağlardadır qəlbim yenə.

Tərcümə edən: *Sabir Mustafa*

FROM THE 'MASQUE OF ANACHY ||

By Percy Bysshe, Shelley

'Men of ^England, | 'heirs of ^Glory, |
'Heroes of un'written ^story, |
'Nurslings of 'one 'mighty ^Mother, |
'Hopes of ^her | and one a^nother. ||

Oyanm, şir kimi qalxın yuxudan,
Çoxlaşın - nə hesab bilinsin, nə sanı.
Qalxın, silkələnin, belə yaramaz;
Şeh kimi tökülsün bu zəncir, bu pas,
Siz saysız-hesabsız, düşmənlərsə az.

Tərcümə edəni:

Ənvər Rza

THE TWILIGHT ||

By H.W. Longfellow

The 'twilight is 'sad and cloudy, |
The 'wind 'blows, wild and free, ||
And 'like the 'wings of sea-birds |
'Flash the 'white caps of the sea. ||

But 'in the 'fisherman's cottage |
There 'shines a 'ruddier light, |
And a 'little 'face at the window |
'Peers out into the night. ||

'Close, 'close it is 'pressed to the window, |
As 'if those 'childish eyes |
Were 'looking into the darkness, |
'To 'see some form arise. ||

And a 'woman's 'waving shadow
Is 'passing ↑ to and fro, ||
Now 'rising to the ceiling, |
Now 'bowing and 'bending low. ||

What 'tale 'do the 'roaring ocean
And the 'night wind | 'bleak and wild, |

Nədəndir ümanın səs-küyü sonsuz,
Sərt gecə küləyi soyuqdur bumbuz?
Əsdikcə narahat ananın qəlbi
Solur yanağından gözəllik rəngi...

Tərcümə edən: *Kəmulə Nəcəfova*

'SONNET 18 ||

By W.Shakespeare ||

Shall 'I com'pare, thee | to a 'summer's, day? |
'Thou art 'more 'lovely | and 'more `temperate. ||
'Rough 'winds do 'shake the 'darling 'buds of, May, |
And 'summer's 'lease hath ↑ all 'too `short a, date: ||
'Sometimes 'too 'hot the 'eye of 'heaven, shines, |
And 'often his 'gold com'plexion `dim'm'd; ||
And 'every, fair | from `fair some,times de,clines, |
By, chance | or 'natures 'changing 'course un,trim'm'd; ||
But 'thy e'ternal 'summer ↑ shall not, fade, |
'Nor 'lose po'ssession of that 'fair thou, ownest; ||
'Nor shall, death, brag | thou 'wonderst in his, shade. |
'When in e'ternal, lines | to 'time thou, growest. ||

So 'long as' men can, breathe | or 'eyes can, see, |
'So 'long 'lives, this | and, this | 'gives 'life to, thee. ||

SONET 18

V.Şekspir

Axı, necə yaya bənzədim səni?
Ondan daha odlu, daha gözəlsən.
Tufan məhv eyləyir yazda gülşəni,
Yaz da tez ötüşür ömürdən, bilsən.

NƏ QƏDƏR SEVİRƏM, NƏ QƏDƏR SƏNİ

E. B. Brauning

Nə qədər sevirəm, qoy deyim bir-bir
Yer qədər, göy qədər, asiman qədər.
Səndən ayrı düşsəm nə qəm, nə kədər,
Hicranın sonuyla vüsal görüşür,
Ömrümə eşqindən hər gün pay düşür.
Həyatın əsası günəş tək, şam tək,
Yaşayır, yaradır səni sevərək.
Müqəddəs işıq tək nurludur eşqim,
Ölüyə can verir, dirildir eşqim.
Müdrək qoca kimi, oynaq gənc kimi,
Sevirəm, qorxuram itirəm səni
Müqəddəs ölümə heç bir əvəz yox,
Təbəssüm, göz yaşı bürüyür məni
Öləndə sevəcəm səni daşa çox!

Tərcümə edəni: *Vahid Ərəbov*

MY' SOUL IS, DARK ||

By George Gordon, Byron ||

My 'soul is, dark | - 'Oh! 'quickly 'string
The 'harp I, yet can ↑ brook to, hear, |
And 'let the 'gentle 'fingers 'fling
Its ↑ melting 'murmurs o'er mine 'ear. ||
If 'in this' heart a ↑ hope be, dear, |
That 'sound shall 'chann it ↑ forth a' gain: |
If 'in these 'eyes there ↑ lurk a, tear, |
'Twill 'flow, and 'cease to' burn my, brain. ||
But 'bid the 'strain be ↑ wild and' deep, |
Nor 'let thy 'notes of ↑ joy be' first: |

I 'SAW THEE , WEEP

By G.G. Byron ||

I 'saw thee >weep | the 'big 'bright ,tear |
 ' Came o'er that 'eye of ,blue; ||
And 'then me 'thought it 'did a ,ppear |
 A 'violet 'dropping ,dew;||
I 'saw thee > smile | -- the 'sapphire's ,blaze |
 Be'side thee 'ceased to ,shine; ||
It ,could not 'match the ' living ,rays |
 That 'filled that ' glance of ,thine. ||

As 'clouds from ' yonder ' sun re ,ceive |
 A 'deep and ' mellow ,dye,||
Which 'scarce the ' shade of 'coming ,eve |
 Can 'banish ,from the ,sky, ||
Those 'smiles ,unto the 'moodiest ,mind |
 Their 'own ,pure ' joy im ,part; ||
Their 'sunshine ' leaves a 'glow be ,hind |
 That 'lightens ,o'er the ,heart. ||

GÖRDÜM GÖZ YAŞLARINI...

Corc Gordon Bayron

Gördüm ağlayırsan, al yanağına,
Süzülən damlalar ağımı aldı.
Bələndi gözünün göy işığına
Ağ üzündə mavi şəh tək parladı.

Gördüm ki, gülürsən, təbəssümündən
Almazın işığı bir anda soldu.
Daş-qaş yarışmağa çəkindi səndən.
Baxışın günəşin nuruyla doldu.

They 'name thee be fore me, |
A 'knell to my ear; ||
A 'shudder 'comes o'er me - |
'Why wert | 'thou so 'dear? ||
They 'know 'not I 'knew thee, |
'Who ,knew ' thee too `well; ||
,Long | 'long shall I rue thee, |
Too 'deeply to tell. ||

In 'secret we met - |
In ,silence I, grieve, ||
That 'thy 'heart could for get, |
Thy 'spirit de_cieve. ||
If 'I should 'meet thee ||
'After 'long ,years, |
'How should I ,greet thee? | -
With ,silence | and ,tears. ||

AYRILANDA

Corc Gordon Bayron

Biz sükutla, göz yaşıyla
Əbədilik ayrılıqda
Sınıq könlün tolaşıyla
Alovlandı həyacan da.
Buza döndü yanaqların,
Bumbuz oldu öpüşün də,
Tərponmədi dodaqların,
Donub qaldı gülüşün də.

Sübhün şəhi səhər erkən
Kırpiyində buz bağladı.
Bu günlərin kədərindən
O vaxt sanki yer ağladı.
Əhdin, sözün çıxdı yalan

Duyub qəlbimdəki ağrımı, hissi,
Dünya da mənimlə birgə qəm çəkdi.

Sənin, əhdin, andın yalanmış demə,
Bir yüngül yol seçdin heç düşünmədən.
Haqqında gözən söz dəyir qəlbimə,
Sanıram şərəkəm bu eyibə mən.

Səndən söhbət açan pıçıltı, qeybət
Qulağımda matəm səsində döndü.
Nədəndir kəsb etdin bunca lətafət?
Titrəyəm ürəyim qəmə büründü.

Bilən yox bələdəm könül təxtinə,
Səni mənim kimi tanıyan varmı?
Hələ çox yanacam sənin bəxtinə,
Qəlbimdə açdığın boşluq dolarmı?

Dünyadan kənara çökilib pünhan,
Görüşdük səssizcə, qəlbimdə kədər.
Şübhəsiz, nə vaxtsa məni unutsan,
Ruhunda iz salan əksin bəs edər.

Əgər gürsəm səni bir də gizlicə,
Çox-çox illər sonra, günün birində.
Bəs nəcə duraram qarşında, nəcə?
Sözsüz ki, səssizcə, göz yaş içində.

Tərcümə edən: *Kəmalə Nəcəfova*

A ' RED, , RED , ROSE ||

By Robert , Burns ||

O my 'Luv is 'like a 'red, 'red ,rose |
That's 'newly 'sprung in , June: ||
O my 'Luv is 'like the ,melodie |
That's 'sweetly 'play'd in , tune. ||

Əlvida, sevincim, yeganə eşqim,
Əlvida, qəmlənmə, ayrılıq biz.
Getsəm də dünyanın o başına mən,
Qayıdıb yanına gələrəm, şəksiz.

Tərcümə edən: *Sabir Mustafə*

SHE 'WALKS IN ,BEAUTY ||

By G.G., Byron ||

She 'walks in ,beauty | 'like the ,night |
Of 'cloudless ,climes | and 'starry `skies; |
And 'all that's 'best of ,dark | and ,bright |
'Meet in her 'aspect and her ,eyes; ||
Thus 'mellowed to that 'tender ,light |
Which 'heaven to 'gaudy 'day de`nies. |
One ,shade the ,more, | one , ray the ,less, |
Had 'half im`paired the ,nameless ,grace |
Which 'waves in 'every 'raven`tress |
Or 'softly 'lightens o'er her ,face: ||
Where 'thoughts se'renly 'sweet ex ,press |
How `pure, | how `dear | their ,dwelling `place. ||
And ,on that ,cheek | and ,o'er that `brow |
So `soft, so `calm, | yet `eloquent, |
The ,smiles | that ,win, the `tints that ,glow |
But 'tell of 'days in 'goodness ,spent, - |
A ' mind at 'peace with ' all be ,low, |
A , heart | whose 'love is ,innocent. ||

But the hopes of 'youth ,fall 'thick in_ the ,breast, |
And_ the 'days are 'dark and ,dreary. ||

Be ,still, | ,sad ,heart! | And 'cease re_pining; |
Be'hind_ the ,clouds | is_ the 'sun still ,shining; |
'Thy 'fate is_ the 'common ,fate of ,all, |
Into 'each 'life some` rain must ,fall,
'Some ,days | 'must be ,dark | and ,dreary. ||

YAĞIŞLI GÜN

H.Lonqfelou

Hava soyuq, hava qəmgin, pərdə çəkib toranlıq
Yağış yağır, külək əsir yorulmadan bir anlıq.
Uçuq divar dibinə sığınsa da qorxudan,
Tənəyin yolunur saçı hər an qopanda tufan.
Hava soyuq, hava qəmgin, pərdə çəkib toranlıq.

Mənim də həyatımın buna çox bənzəri var,
Bəxtimi külək döyər, gözümdən yağış yağar.
Keçmişini gəzirəm, hər anım sıxıntılar,
Gəncliyimdən söz açmaq faydasızdır bilirəm;
Onu yellər aparıb, tuta bilmərəm bir də mən.

Dərdli ürək, sızıldama! Gileylənmə bu qədər,
Qara günlər dalınca günəşli günlər gələr.
Sənin bəxtinin çox talelərə oxşarı var;
Hər kəsə nəsib olur, qəmli anlar, yağış, qar.
Sakit ol, qəmli ürək! Gileylənmə bu qədər,
Olmalıdır bəzi günlərin nəsibi kədər.

Tərcümə edəni: *F.Zeynalov*

The 'night `is ,good | be'cause, my ,love, |
'They ,never | `say good ,night. ||

GECƏN XEYİRƏ QALSIN

P.B.Şelli

Bu gecə madam ki, hicran gətirir
Xeyir həpdən oldu - o ki qəmdi, qəm.
Gəl qalaq bir yerdə, gülüm, eşit bir -
Deyim ki, xeyrə qaldı bu gecəm.

Sənsiz xeyir hənı, sədaqət hənı?
Xəyalın yanında hey qanad çalar.
«Gecən xeyrə qalsın» söyləmə, canım
Gecəm yalnız sənnən xeyirə qalar.

İki sevən qəlbin sabaha qədər
Gecəsi xeyirə keçirsə əgər,
Onlar bir-birinə demir heç zaman:
«Gecən xeyrə qalsın», ey sevgili can!

Tərcümə edən:

Ənvər Rza

POEM

*By John ,Cornford ||
(1915-1937)*

'Heart of the 'heartless ,world, |
'Dear ,heart, | the 'thought of ,you ||
'Is the 'pain at my ,side, |
The 'shadow that 'chills my ,view. ||

Dünyada hər şeyin ilki, sonu var.
Bir gün bu dünyadan köçəsi olsam,
Sənə məhəbbətim qalsın yadigar,
Səni sevdiyimi unutmayasan.

Tərcümə edəni: *Vahid Ərəbov*

SONNET 66

By W. Shakespeare

'Tir'd with ,all ,these, | for 'restful 'death I \cry, |
'As, to be'hold de'sert a †beggar \born, |
And 'needy 'nothing | 'trimm'd in \jollity, |
And 'purest 'faith †unhappily for \sworn, |
And 'guilded 'honour | 'shamefully †mis \plac'd, |
And 'maiden 'virtue 'rudely 'strumpeted, |
And 'right per'fection 'wrongfully dis \grac'd, |
And 'strength by †limping 'sway dis \abled, |
And 'art made 'tongue-tied by au'thority, |
And 'folly | 'doctor-'like con'trolling \skill, |
And 'simple \truth | mis'call'd simp \licity, |
And 'captive 'good at'tending 'captain \ill:

'Tir'd with 'all \these, | from 'these would 'I be \gone, |
'Save that, to ^die, | I 'leave my 'love a^lone.

66-cı SONET

V.Şekspir

Cana dönüb du dünyadan dinc bir ölüm haraylaram;
Dilənçilik edir indi çünki insan ləyaqəti;
Yetər, dindi gərəksizlik, yetər tamam;
Yetər, yasaq eylədilər yer üzündə sədaqəti;
Yetər, şərəf paltarında şərəfsizlik daldalandı;

THE 'SONG OF THE WAGE-SLAVE

(fr.)

By Ernest Jones

(1819-1869)

The 'land it is the `landlord's; |
The 'trader's is the `sea, |
The 'ore the `usurer's ,coffer ,fills -- |
But 'what re'mains for `me? ||
The `engine ,whirls | for `master's ,craft, |
The 'steel 'shines to de fend, |
With 'labour's ,arms, | what 'labour ,raised, |
For 'labour's `foe to ,spend. ||
The ,camp, | the ,pulpit | and the ,law. |
For 'rich ,men's | `sons are `free; |
'Theirs, | `theirs the `learning `art, and `arms - |
But 'what re'mains for `me? ||
The 'coming ,hope, | the 'future ,day, |
When ,wrong | to `right shall `bow, |
And 'hearts that 'have the ,courage man, |
To 'make that 'future `now. ||
'I ,pay | for `all their `learning, |
'I ,toil | for `all their `ease; |
'They ,render ,back, | in 'coin for ,coin, |
'Want, `ignorance, `disease; ||
'Toil, `toil | and 'then a 'cheerless `home, |
Where 'hungry 'passions `cross; ||
E'ternal `gain | to ' them that 'give
To ,me | e'ternal `loss. ||
The 'hour of 'leisured ,happiness, |
The 'rich a `lone may ,see; |
The 'playful `child, | the 'smiling `wife --
But 'what re'mains for `me. ||

SONNET 130

By W. Shakespeare

'My mistress' ,eyes | are ^nothing like the ,sun;
vCoral | is 'far more ,red | than her \lips', red;
If √ snow be vwhite, | 'why then 'her ,breasts | are ^dun;
If √ hairs be vwires, | 'black 'wires | 'grow on her \head.
I 'have seen ,roses ,damask'd, | ,red | and ,white, |
But √ no such √ roses √ see I in 'her ,cheeks;
And 'in some ,perfumes | is there 'more de, light |
Than 'in the ,breath | that from my 'mistress ,reeks.
I \love to ,hear her 'speak, | – yet √ well I √ know
That vmusic | hath a √ far more √ pleasing ^sound;
I ,grant | I 'never 'saw a 'goddess ,go, –
My 'mistress, when she ,walks, | 'treads on the \ground:
And ,yet, | by ,heaven, | I 'think 'my love as ^rare |
As 'any \she | be'lied | with 'false com^pare.

130-cu SONNET

V.Şekspir

Günəşə bənzəmir yarımın gözü,
Mərcantək al deyil deyil gül dodağı da.
Zülfü də sünbülə oxşamır düzü,
Yoxdur sinəsində qar ağılığa da.
Qızılgül görmüşəm al, zərif, incə,
Onun yanağıdan açmaz heç biri.
Bahar mehi deyim axı mən necə,
Yoxdur nəfəsində çiçəyin ətri.
Səsi musiqitək deyildir qəşəng,
Fəqət danışanda gülür ürəyim.
Hələ görünməyib göydə bir mələk,

THE 'SONG OF ,HIA ,WATHA ||

(fr.)

By H.W. Longfellow

'Ye who 'love the 'haunts of ,nature, |
'Love the 'sunshine of the ,meadow, |
'Love the 'shadow of the ,forest, |
'Love the 'wind among the ,branches, |
And the ,rain-shower | and the ,snow-storm, |
And the 'rushing of 'great ,rivers |
'Through their ,pali'sades of ,pine-trees, |
And the 'thunder in the ,mountains, |
Whose in'numerable ,echoes |
'Flap like 'eagles in their ,eyries; -||
'Listen to these ↑ wild tra,ditions, |
To this ,song of ,Hia `watha! ||
'Ye who 'love a 'nations ,legends, |
'Love the 'ballads of a ,people, |
That like 'voices from a ,far_off |
'Call to ,us to ,pause | and ,listen |
'Speak in 'tones so ↑ plain and ,childlike, |
'Scarcely can the ,ear dis,tinguish |
'Whether they are ,sung | or ,spoken; - |
'Listen to this 'Indian ,Legend,
To this' Song of ,Hia `watha! ||

Note: The trochaic metre is violated in central lines of the poem, however, it is not maintained regularly within the lines; some are trochaic [1v], and the others are pyrrhic [vv].

And ,falling | and ,crawling | and ,sprawling, |
 And ,driving | and ,riving and ,striving. ||
 And ,sprinkling | and ,twinkling and ,wrinkling, |
 And ,sounding | and ,bounding | and ,rounding, |
 And ,bubbling | and ,troubling | and ,doubling, |
 ,Dividing | and ,gliding | and ,sliding, ||
 And ,grumbling | and ,rumbling and ,tumbling, |
 And ,clattering | and ,battering | and ,shattering, |
 And ,gleaming | and ,streaming | and ,steaming | and ,beaming, |
 And ,rushing | and ,flushing | and ,brushing | and ,gushing, |
 And ,flapping, | and ,rapping | and ,clapping | and ,slapping|
 And ,curling | and ,whirling | and ,purling and ,twirling, ||
 Re ,treating | and ,meeting, | and beating, | and ,sheeting, |
 De ,laying | and ,straying | and ,playing | and ,spraying, |
 Ad ,vancing | and ,prancing | and ,glancing | and ,dancing, ||
 Re ,coiling, | tur ,moiling, | and ,toiling, and ,boiling, |
 And ,thumping | and ,plumping, | and ,beering | and ,jumping,|
 And ,dashing | and ,flashing | and ,splashing | and ,clashing; ||
 And so 'never ,ending | and 'always de ,scending, |
 'Sounds and 'motions for'ever and 'ever are ,blending; ||
 All at ,once , | and all ,over|, with a'mighty up ,roar, -
 And 'in this ,way | the 'water 'comes 'down at l.o.dore. ||

Note: Practise all kinds of sound combinations in the poem, besides [tj].

'HAMLET'S MONOLOGUE||

By William ,Shakespeare||
(1564-1616)

To ,be, | or `not to ,be, | 'that is the ,question: |
 'Whether 'tis nobler in ,the ,mind, | to 'suffer
 The 'slings and 'arrows of out ↑ rageous ,fortune, |
 Or to 'take 'arms against a 'sea of ,troubles; |

HAMLETİN MONOLOQU

Vilyam Şekspir

Olum, ya ölüm, budur məsələ.
Hansı şərəflidir? Azğın taleyin
Müdhiş oxlarına susub dözməkmi,
Yoxsa fəlakətlər nəhrinə qarşı
Silaha sarılıb üsyanmı etmək?
Ya qələbə çalmaq, ya həlak olmaq?
Ölmək-yuxulamaq, yalnız budur, bu.
Bununla ürəyin ağrılarını,
Əzəldən insanın nəsibi olan
Minlərlə dərdləri, izzətləri
Bir anm içində unuduruq biz.
Bunu gecə-gündüz dua oxuyub
Arzu etdiyimiz gözəl aqibət?
Ölmək-yuxulamaq, əbədi yatmaq?
Sonra yuxu görmək. Bax, budur əngəl.
Biz canı qurtarıb işgəncələrdən
Ölüm yuxusunda nə görəcəyik?
Budur yolu kəsən. Bu səbəb bizi
Məcbur edir çəmək ömrümüz boyu
Bütün zillətləri, müsibətləri.
Yoxsa ki dözərdi, kim dözərdi, kim
Zamanın çövrünə, haqarətinə,
Zalımın zülmünə, haqsızlığına,
Lövğə oyanların təkəbbürünə,
Tapdanmış sevginin əzablarına,
Açgöz hakimlərin əclafılığına,
Qansız nazirlərin sırtıqlığına,
Hər cür şərəfsizin şərəfliləri
İyrənc təhqirinə, istehzasına?
Bunlardan əbədi qurtarmaq üçün
Bir xəncər zərbəsi kifayət ikən
Həyatın rəzalət yuxu altında
Nəçin sürünürük inildəyərək?
Bizi vadar edən buna nədir, nə?
Yalnız birçə qorxu, birçə vahimə:

'Take my ,hand, | 'dance with ,me |
 I 'want to 'spend my 'lifetime ,loving ,you |
 'If that is' all in ,life | I 'ever ,do ||
 I 'will want ,nothing ,else | to 'see me ,through |
 'If I can 'spend my' lifetime ,loving ,you |
 'Though we ,know | we' will 'never 'come a ,gain |
 'Where there ,is ,love, | 'life be ,gins |
 'Over ,and 'over a ,gain ||
 'Save the ,night, | 'save the ,day |
 'Save the ,love, | 'come what ,may |
 'Love is 'worth ,everything | we, pay |
 I 'want to 'spend my 'lifetime ,loving ,you |
 'If that is 'all in ,life | I 'ever ,do ||
 I 'want to 'spend my' lifetime ,loving ,you |
 'If that is 'all in ,life | I 'ever ,do |
 I 'want to 'spend my 'lifetime ,loving ,you |
 'If that is 'all in ,life | I 'ever ,do ||
 I 'will want ,nothing ,else | to 'see me ,through |
 'If I can 'spend my 'lifetime 'loving ,you. ||

BÜTÜN HƏYATIM BOYU SƏNİ SEVƏRƏK YAŞAMAQ İSTƏYİRƏM

(Zorro filmindən bir mahnı)

Tina Arena

Ay necə parlaqdır, nə gözəl gecə!
 Qərq olmuş qəlbimiz eşqə, sevincə.
 Ömrümüz bir şirin xülyaya bənzər.
 Biz aya uçuruq küləkdən yəhər.
 Gəl minək gecəni səhərə qədər.
 Səhərə çatdınmı, qərq ol işığa
 Səni sevmək üçün, səni bir daha.
 Səni sevə sevə köçsəm dünyadan,

Ayla yarışaraq tutub küləkdən,
Kəmənd at rüzgara arzu diləkdən
İstədiyim budur Allahdan yalnız,
Sevginlə, yaşayım qalsam da yalqız.
Qəhrəmanlar məğlub olsa da ölməz,
Qalx yenidən, istək qadağa bilməz.
Könlündə özəmət duymasan belə,
Yapış əllərindən, rəqs et mənimlə.
Güc ala q sevgidən, qəzəbdən, kindən,
Beləcə oynadaq Yeri yerindən!
İstədiyim budur Allahdan yalnız,
Sevginlə yaşayım qalsam da yalqız.
Həyatdan başqa şey istəməm! – tək cə
Baxaydım özümə səni sevdikcə.
Bir də yaşamaııq biz bu dünyada,
Harda sevgi varsa həyat var orda,
Qoru bu gecəni, qoru bu günü,
Xilas et sevgini, topla gücünü
Çox şey qurban verdik bu dünyada biz
Bizimçün qiymətli olan sevgimiz...
İstədiyim budur Allahdan, gülüm,
Sevginlə yaşayım, sevginlə ölüm.
Həyatdan başqa şey istəməm! – tək cə
Görəydim özümü səni sevdikcə.

Tərcümə edənı: *Kəmalə Nəcəfova*

he [hi:]	[hɪ]	[hi, hi, (h)i:]	[i, i]
her {hə:} [hɜ:]	[hə/r] [hɜ:/r]	[(h)ə/r] [ɜ:/r]	[ə/r]
herself [hə:'self] [hɜ:'self]	[(h)ə· self]	[(h)əsself]	[əsself]
him [him]	[(h)im]	[im]	[(ə)m]
himself [him'self]	[(h)imself]	[(h)imself]	[(i)mself]
his [hiz]	[(h)iz]	[(h)iz]	[(i)z]
is [iz]	[iz]	[z, s]	[z, s]
ma'am [mæm]	[mæm]	[məm]	[ɪm, m]
many ['meni]	[meni]	[məni]	[mni]
me [mi:]	[mi·]	[mi·, mi]	[mi, mə]
must [mʌst]	[mæst]	[mæs(t)]	[mæs, ms]
my [maɪ]	[maɪ]	[maɪ]	[mə]
myself [maɪ'self]	[maɪself]	[maɪself]	[məself]
no [nou] [nəu]	[nou] [nəu]	[nəu]	[nə(u)]
nobody ['noubədi]	[noubədi]	[nəubədi]	[nəubdi]
nor [nɔ:]	[nɔ:/r]	[nɔ:/r]	[n/r]
not [nɒt]	[nɒt, nt]	[nt]	[nt, n]
of [*v]	[əv]	[əv, v]	[(ə)v, (ə)f]
or [ɔ:]	[ɔ:/r]	[ɔ:/r]	[ə/r]
per [pɜ:]	[pɜ:/r]	[pə/r]	[p(ə)/r]
saint [seɪnt]	[sənt]	[s(ə)nt, sən]	[sn]
shall [ʃəl]	[ʃəl]	[ʃ(ə)l]	[ʃl]
she [ʃi:]	[ʃi·]	[ʃi]	[ʃi]
should [ʃud]	[ʃud, ʃəd]	[ʃəd]	[ʃd, ʃt]
sir [sɜ:] [sɜ:]	[sɜ:/r] [sɜ:r]	[sə:/r] [sɜ:r]	[sə/r]
so [sou] [səu]	[sou] [səu]	[səu, sə]	[s(ə)]
some [sʌm]	[səm]	[s(ə)m]	[sm]
somebody ['sʌmbədi]	['sʌmbədi]	[sʌmbədi]	[sʌmbdi]
such [sʌtʃ]	[sʌtʃ]	[sətʃ]	[s(ə)tʃ]
than [ðæn]	[ðæn]	[ðæn, ð(ə)n]	[ðn]
that [ðæt]			
that [ðæt] conj.			
the [ði:]	[ðæt]	[ðæt]	[ət]
them [ðem]	[ðɪ, ðə]	[ðə, ðə]	[ð(ə), ð(i)]
their [ðeə]	[ðəm]	[ð(ə)m]	[əm, m]
	[ðeə/r]	[ðə/r]	[ð/r]
	always in strong form		

APPENDIX 2

Table 1. *The International Phonetic Alphabet (revised to 1989)*

CONSONANTS											
	Labial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ				ʀ			
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			
Ejective stop	pʰ			tʰ		ʈʰ	cʰ	kʰ	qʰ		
Englishic	β ɸ			ɾ ɽ			ç ʝ	ʁ ɣ	ʀ ɢ		

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

SUPRASEGMENTALS

		TONES & WORD ACCENTS				
		LEVEL		CONTOUR		
ˈ	Primary stress	ˈfounəˈtɪʃən				
ˌ	Secondary stress					
ː	Long	eː	ě or ˆ	Extra high	ě or ˆ	Rising
ˑ	Half-long	eˑ	é	High	ê	Falling
◌̥	Extra-short	ě	ē	Mid	ě	High rising
◌̚	Syllable break	ji.ækt	è	Low	ě	Low rising
	Minor (foot) group		ě	Extra low	ě	Rising-falling etc.
	Major (intonation) group					
◌̣	Linking (absence of a break)		↓	Downstep		
↗	Global rise		↑	Upstep		
↘	Global fall					

DIACRITICS

◌̥	Voiceless	n̥ d̥	◌̤	More rounded	ɔ̤	◌̤	Labialized	tʷ dʷ	◌̣	Nasalized	ẽ
◌̣	Voiced	ŋ̣ ɟ̣	◌̥	Less rounded	ɔ̥	◌̣	Palatalized	tʲ dʲ	◌̣	Nasal release	ḍ ⁿ
◌̤	Aspirated	tʰ dʰ	◌̣	Advanced	ɯ̣	◌̣	Velarized	tʷ dʷ	◌̣	Lateral release	ḍ ^l
◌̤	Breathily voiced	b̤ a̤	◌̣	Retracted	ɨ̣	◌̣	Pharyngealized	tˤ dˤ	◌̣	No audible release	ḍ
◌̤	Creaky voiced	b̥ ḁ	◌̣	Centralized	ẽ	◌̣	Velarized or pharyngealized	ɫ			
◌̤	Linguolabial	ɬ̤ ɮ̤	◌̣	Mid-centralized	ẽ	◌̣	Raised	ɕ (ɟ̣ = voiced alveolar fricative)			
◌̤	Dental	t̤ d̤	◌̣	Syllabic	ɟ̣	◌̣	Lowered	ɸ (β = voiced bilabial approximant)			
◌̤	Apical	t̤ d̤	◌̣	Non-syllabic	ɕ	◌̣	Advanced Tongue Root	ɕ			
◌̤	Laminal	t̤ d̤	◌̣	Rhoticity	ə̣	◌̣	Retracted Tongue Root	ɕ			

APPENDIX 4

A List of Nouns and Verbs With Identical Spelling

In English a number of words with the same spelling are distinguished by the placement of stress in words: the noun is stressed on the first syllable, the verb – on the second syllable.

'abstract (n)	to ab'stract (v)
'accent	to ac'cent
'addict	to a'ddict
'affix	to a'ffix
'ally	to a'lly
'attribut	to at'tribut
'combine	to com'bine
'compound	to com'pound
'compress	to com'press
'concert	to con'cert
'conduct	to con'duct
'conflict	to con'flict
'conscript	to con'script
'contest	to con'test
'contrast	to con'trast
'converse	to con'verse
'convent	to con'vent
'convict	to con'vict
'decrease	to de'crease
'desert	to de'sert
'dictate	to dic'tate
'digest	to di'gest
'discount	to dis'count
'discourse	to dis'course
'entrance	to en'trance
'envelope	to en'velope
'escort	to es'cort
'essay	to es'say (see also Appendix 23)

generally	may be
probably	occasionally
possibly	to sum up
strictly speaking	to take an example
to tell the truth	to be sure
in my opinion	needless to say
to begin with	to summarize
first of all	to put it in another way
to put it mildly	to put it more exactly
to cut a long story short	to say nothing of
to say the least of it	so to say
to my regret	suffice it to say
of course	that is to say
to my thinking	to anticipate a little

Note: *so, yet, now, then, still, here, why; may be used as parenthesis.*

e.g. So, if you come with me, I'll show you. Yet, if you talk to her, you will see that she is right. Now, why are there so many people here? Still, there are five more days. Here, somebody is knocking at the door. Why, I didn't know he was there.

APPENDIX 6

A List of Prefixes Carrying Primary (or Secondary) Stresses Themselves

Monosyllabic prefixes:

arch - 'arch 'duke, 'arch 'bishop, 'archangel.

dis - 'disbe'lieve, 'disap'pear, 'discon'nect.

in - (im-, il-, ir-) 'in ar'tistic, 'il'literate, 'ir'regular, 'im'material.

ex - 'ex'minister, 'ex'champion, 'ex'president

half - 'half-'baked, 'half-'finished, 'half-'naked

mis - 'mis'print, 'mis under'stand and 'mis'place.

non - 'non-'party, 'non-'functional, 'non-dis'tinctive.

out - 'out 'do, 'out 'go, 'out 'run, 'out 'sit, 'out 'said.

The prefix **re** - in the meaning of repetition is stressed and the spoken realization of **re** - is [ri:], such words, as a rule, have two strong stresses.

Compare: re'act=respond	're'act=act again
re'call=remember	're'call=call again
re'cede=withdraw	're'cede=cede again
re 'cite=declaim	're'cite=cite again
re'cover=get back	're'cover=cover again
re'count=relate	're'count=count again
re'double=intensify	're'double=double again
re'dress(n)=remedy	're 'dress=dress again
re'form(n)=improve	're'form=form again
re'generate=reform	're'generate=generate again
re'grate=corner	're'grate=grate again
re'join=reply	're'join=join again
re'lease(n)=free	're'lease=lease again
re'mark=comment	're'mark=mark again
re'place=substitute	for 're'place=place again
re'press=overcome	're'press=press again
re'prove=rebuke	're'prove=prove again
re'store=repair	're'store=store again
re'strain=hold back	're'strain=strain again
re'touch=finish off	're'touch=touch again
re'trace=go over or back	're'trace=trace again
re'turn=come or go back	're'turn=turn again

There are several pairs of words, which either both nouns or both verbs, have the same stress pattern and semantic distinction is indicated by a change in the vowel of the prefix-“**re**”.

Compare: 'reco'llect [ˈrekoˈlekt]	re-collect [ˈri:kəˈlekt]
'recom'mend	're-com'mend
'reco'llection	're-col'lection
'recre'ation	're-cre'ation
'refor'mation	're-for'mation

- **ic**: 'climate -- cli'matic, 'drama -- dra'matic -- dra'matics; 'phone -- pho'netics, a'cademy -- aca'demic; 'energy -- ene'getic; 'magnet -- mag'netic; 'hero -- he'roic.

- **ician**: 'logic-lo'gician; 'music-mu'sician; 'optic-op'tician; a'cademy -- a,ca'demician, 'dialect -- ,dialec'tician.

- **ion**: 'perfect -- per'fection, 'complex -- com'plexion, 'company -- com'panion.

- **ious**: 'injure -- inju'rious, 'mystery -- mys'terious, 'victory -- vic'torious; 'industry -- in'dustrious.

- **ty**: 'tranquil -- tran'quillity; 'modern -- mo'dernity; 'synonym -- sy'nonymity; long -- lon'givity; 'mater -- ma'ternity; solomn -- so'lomnity.

- **ive**: 'reflex -- re'flexive; 'object -- ob'jective, 'gerund -- ge'rundive, 'subject -- sub'jective.

- **ivity**: 'capture -- cap'tivity; 'act -- ac'tivity; ob'ject -- ob'jectivity; 'passive -- pas'sivity; 'native -- na'tivity; 'relative -- rela'tivity.

APPENDIX 10

A List of Suffixes that do not Affect Stress Placement

- **able**: 'comfort -- 'comfortable; a'dvise -- a'dvisable, a'gree -- a'greeable; a'ccount -- a'ccountable.

- **age**: 'anchor -- 'anchorage; band -- 'bandage, break -- 'breakage; 'broker -- 'brokerage; 'baron -- 'baronage.

- **al**: re'fuse -- re'fus'al; be'tray -- be'tray'al; 'person -- 'personal; pro'pose -- pro'pos'al.

- **en**: wide -- 'widen, wool -- 'woolen; fresh -- 'freshen, broad -- 'broaden; gold -- 'golden.

- **ful**: 'wonder -- 'wonderful; 'beauty -- 'beautiful; de'ceit -- de'ceitful; res'pect -- res'pectful.

- **ing**: a'maze -- a'mazing; re'ceive -- re'ceiving.

- **ish**: 'devil -- 'devilish; book -- 'bookish; child -- 'childdish, red -- 'reddish, 'yellow -- 'yellowish.

- **less**: end -- 'endless, 'bottom -- 'bottomless; 'passion -- 'passionless.

post-linked: He is a 'conscientious _ worker.

pre-and post-linked: He is a 'very conscientious _ worker.

3. 'Put 'on, 'eat 'up, 'break 'off (lexical stress)

'Put on your _ coat. 'Put your _ coat on. 'Put it _ on.

'Eat up your _ breakfast. 'Eat your _ breakfast up.

'Eat it _ up. 'Break off a _ larger _ piece. 'Why 'don't you 'break it _ off.

4. 'Water'loo (lexical stress) – 'Waterloo 'Station

'Picca'dily (lexical stress) – 'Piccadilly 'Circus.

'Euston 'Road (lexical stress) – 'Euston Road 'Station

Exercise 1. Read the following sentences according to the rules given above.

1. There is a 'good-looking _ girl over _ there.

2. She is 'quite good-_ looking.

3. This 'cake is home-_ made.

4. 'Have a 'piece of 'home-made _ cake.

5. He has a 'charming week-_ end _ cottage.

6. He 'goes there 'every week-_ end.

7. The 'train 'leaves at 'three six _ teen.

8. 'Did it 'happen in 'nineteen _ ten?

9. He was 'born in 'eighteen seven _ teen.

10. You can 'change your 'train at 'Waterloo _ Station.

11. 'Change you 'line at 'Euston Raod _ Station.

12. We have a 'hard-working _ secretary.

13. I 'think she is 'less hard _ working.

14. 'Wake up the _ children. 'Wake the _ children up. 'Wake them _ up.

15. 'Take away the _ plates. 'Take the _ plates away. 'Take them
a _ way.

16. 'Put on your _ coat. 'Put your _ coat on. 'Put it _ on.

17. 'Put up the _ tent. 'Put the _ tent up. 'Put it _ up.

8. They 'always 'get each other's ,nerves.
9. We'll 'buy a 'bun or , something | to sus'tain us until we , get there.
10. You'd 'better 'put on ,sweater or ,something.
11. I heard them ,speaking to each ,other.

APPENDIX 13

Some Variations in Sentence Stress

1. Modal and auxiliary verbs are normally stressed in general questions. In this case the degree of interest of the speaker is greater. But in some contexts modal and auxiliary verbs introducing a general question may have no stress. In this case the question may sound rather perfunctory or casual and with less degree of interest.

Compare: 'Am I to ,wait for you? (with greater degree of interest)

Am I to ,wait for you (sounds casual)

Exercise 1. Read the following general questions observing the difference in attitudes.

1. 'Is it 'going to be ,fine?
2. Is it 'going to be ,fine?
3. 'Were there any ,letters?
4. Were there any ,letters?
5. 'Shall we 'get some ,coffee?
6. Shall we 'get some ,coffee?
7. 'Can you 'come to ,morrow?
8. Can you 'come to ,morrow?
9. 'Must I 'wait till they ,come?
10. Must I 'wait till they ,come?
11. 'Does it ,matter?
12. Does it ,matter?
13. 'Do you 'think 'Tom is ,serious?
14. Do you 'think 'Tom is ,serious?
15. 'Would you 'say it was a 'good ,book?
16. Would you 'say it was a 'good ,book?

or

He'll in'sist on our , coming.

He 'will in'sist on our , coming.

b) I 'will , have my 'own , way = I an determined to have it.

He 'will , have his 'own , way = He is determined to have it.

6. The verb **“would”** is normally unstressed in affirmative sentences. But it is stresses and acquires the feeling of Past Tense when the sense of wishing is strong.

Compare: He would , come | if he , could (Conditional)

He 'would , talk | while I was , writing (Past)

If the verb **“would”** is said with the High Falling tone it becomes an habitual Present Tense signifying the action of the subject.

e.g. 'You 'would do a , thing like , that (Present)

7. The verb **“can”** is stressed in emphatic constructions. e.g. It 'can be , done.

8. The verb **“could”** is stressed in the Perfect Tense in affirmative statements when the feeling of reproachfulness is much strong.

e.g. You 'could have , asked me , first.

You 'could have , waited for me.

9. The verb **“may”** (**“might”**) is stressed in affirmative statements when they express possibility.

Compare: They may , wait for us (permission)

They 'may , wait for us (possibility)

They might , wait for us. (permisson)

They 'might , wait for us (possibility)

When the verb **may** (**might**) is said with the High Falling tone they suggest a strong doubt on the part of the speaker.

Compare: He 'may come , in , soon (possibility).

He 'may , come , in , soon (strong doubt).

2. Monosyllabic prepositions standing before personal pronouns at the end of the sentence (or sense group) are also used in their strong forms or they may take a weak (secondary) stress.

e.g. 'Why are you staring at me (æt mi:)

We 'tried to hide it from them (frɒm ðem)

I'd 'like you to choose one for me (fɔ: mi:)

3. But prepositions consisting of two or more syllables usually take a strong stress in the same position.

e.g. They di'vided it between them.

The' dog ran after him.

4. Prepositions are stressed when they follow the affirmative form of the verb "to be" and they are not preceded by a stressed word.

Compare: They has 'gone down the street.

It was 'down the hill.

He was 'writing in the study.

He was 'in the dining room.

They 'live near the school.

It is 'near the post-office.

'Put them opposite the door.

It was 'opposite the window.

They 'aren't behind the door.

They are be'hind the door.

5. Sometimes prepositions may take kinetic stress themselves when they have no stressed object.

Compare: 'Shall we 'go down the hill?

'Shall we 'go down there?

He 'ran round the square.

He 'ran round it.

'Go though the papers.

'Go through them.

'Can you 'climb up the hill?

'Can you 'clumb up it?

APPENDIX 16

Stressed Forms of Subordinating Conjunctions

1. The subordinating conjunction are unstressed when the subordinate clause is placed after the principal one.

e.g. He was ,angry, | because I was ,late.

I'll 'let you ,see it | after I have ,finished.

2. The subordinating conjunctions are normally stressed in any position when they have a more emphatic meaning.

e.g. It is 'such a ,pity | that you 'can't ,come.

It was 'so ,nice, | that I 'had some ,more.

I'll 'come on con'dition that you 'let me 'go ,early.

You can 'have one pro'vided you rēturn it.

'What will you `do with it, | sup'posing you ,find it.

Note: The conjunction "that" (ðət) is always unstressed in all positions.

e.g. That we should 'wait for him is ab,surd.

3. There are certain subordinating conjunctions that have a strong meaning and therefore they normally take a stress. These conjunctions are: **although, even if, however much, directly, ever since.**

e.g. I must 'go ,out, | al'though it is ,raining.

I must go ,out | 'even if its 'snowing ,hard.

I must go ,out | 'however much it is ,raining.

'Show him ,in | di'rectly he ,comes.

APPENDIX 17

Relative and Conjunctive Pronouns and Adverbs

The relatives are always unstressed in sentences whether they introduce defining or non-defining clauses.

1. Defining clauses:

I 'don't know when she will be ˌback. I am 'curious as to 'what he ˋwants.
 I 'can't think ˋwhose it is.
 I 'don't know ˋhow they are.
 I am 'not 'sure ˋwhen he 'is ,coming.

APPENDIX 18

A List of Words with Phoneme Alternation

1. Mind the vower alternation

'nation [eɪ] 'national [æ]
 grave [eɪ] 'gravity [æ]
 pro'voke [ou] pro'vocative [ɔ]
 zeal [i:] zealous [e]
 su'preme [i:] su'premacy [e]
 o'ccur [ɜ:] o'ccurrence [ʌ]
 'minor [aɪ] mi'nority [ɪ]
 ig'nore [ɔ:] 'ignorant [ɔ]
 modern [ɔ] mo'dernity [ɪ]

2. Mind the consonant alternation

[s]	[z]		
absue	to abuse	oath [θ]	oaths {ðz}
advice	to advise	a path [θ]	paths [ðz]
use	to use	a bath [θ]	baths {ðz}
a house	to house	truth [θ]	truths {ðz}
an excuse	to excuse	youth [θ]	youths {ðz}
adivise	to devise	cloth [θ]	clothes {ðz}
loose	to lose	wreath [θ]	wreaths {ðz}
close	to close	But no alternation in the following words	
'refuse	to re'fuse	breath [θ]	breaths {θs}
		smith [θ]	smiths {θs}
practice [s]	to practise [s]	length [θ]	lengths {θs}
licence [s]	to license [s]	death [θ]	deaths {θs}

8. Mind the stress

'admirable	in'explicable
'memorable	in'comparable
'preferable	ir'reparable
'irritable	ir'revocable

9. Mind the pronunciation of adjectives ending in --ate

'accurate [-It]
'desperate [-It]
'moderate [-It]
'obstinate [-It]

10. Mind the pronunciation of the nouns ending --ate

'delegate [-It]
a'ssociate [-It]
'private [-It]

11. Mind the pronunciation of the following words

verbs	nouns	verbs	nouns	verbs	nouns
to ob'ject	'object	to in'crease	'increase	to in'sult	'insult
to con'duct	'conduct	to re'cord	'record	to sub'ject	'subject
to per'mit	'permit	to pro'test	'protest	to re'bel	'rebel

APPENDEIX 19

A List of Words with Similar Acoustic Character

Mind not to mix up the pronunciation of the following words

1. to sell [sel] satmaq
sale [serl] satıŋ
2. nation ['neɪʃn] millət
national ['næɪʃnl] milli
3. bath [ba:θ] vanna
bathe [beɪð] çimmək

- dairy [dɛəɹɪ] süd məhsulu
19. accept [ək'sept] qəbul etmək
 except [ɪk'sept] başqa
 expect [ɪks'pekt] gözləmək
20. suit [sju:t] kostyum
 suite [swi:t] svita, dəst, komplekt, süita
21. cannal [kə'næl] kanal (süni)
 channel ['tʃænəl] kanal (təbii)
22. patrol [pə'troul] patrul
 petrol ['petrəl] benzin
23. mayor [meɪə] mər
 major [meɪdʒə] mayor
24. rout [raʊt] dağıtma, tarmar etmə
 route [ru:t] yol, marşrut
25. corps [kɔ:] hərbi korpus
 corpse [kɔ:ps] meyit, cəsəd
26. bear [beə] dözmək
 beer [biə] pivə
27. year [jɪə] il
 ear [ɪə] qulaq
28. quay [ki:] sahil
 queue [kju:] növbə
29. access ['ækses] keçmə, giriş
 excess [ɪk'ses] çoxluq, ifrat
 assess [ə'ses] vergi qoymaq, verginin məbləğin müəyyən etmək
30. affect [ə'fekt] təsir etmək
 effect [ɪ'fekt] efekt, təsir
31. serious ['sɪəriəs] ciddi
 series ['sɪəri:z] seriya, sıra
32. draught [drɔ:ft] yelçəkər
 drought [draʊt] quraqlıq, susuzluq
33. pier [piə] dayaq, sütun
 pear [peə] armud
 pair [peə] cüt
34. hair [heə] saç, tük

- bow [boʊ] kaman, gəminin burnu
50. desert ['dezət] səhra
 desert [dɪ'zɜ:t] tərək etmək (ailəni)
 dessert [dɪ'zɜ:t] çərəz, dissert
51. tear [tɪə] göz yaşı
 tear [tɛə] cırmaq
52. lead [li:d] rəhbərlik etmək, aparmaq
 lead [led] qurğuşun
53. career [kə'riə] mənəsb, uğur
 carrier ['kæriə] daşıyan, aparən
54. proceed [pri'si:d] davam etmək
 precede [pri'si:d] əvvəl gəlmək
55. very [veri] çox
 vary [vɛəri] dəyişmək, fərqli olmaq
56. personal ['pɜ:snl] şəxsi
 personnel [ˌpɜ:sə'nel] heyət, şəxsi heyət
57. persecute ['pɜ:sɪkju:t] təqib etmək
 prosecute ['prɔsɪkju:t] cəlb etmək məhkəmə məsuliyyətinə
58. mankind [mæn'kaɪnd] bəşəriyyət
 mankind ['mænkaɪnd] kişilər (kişi cinsi)
59. aged [eɪdʒd] yaşı olmaq, a boy aged ten
 aged [eɪdʒd] çox qoca; an aged man, professor

APPENDIX 20

A List of Vowel Contrasts in Spelling

[i:]	[ɪ]
bead - muncuq dənəsi; бусина	bid - təklif olunan qiymət; предлагаемая цена
bean – paxla; боб	bin - zibil vedrəsi; мусорное ведро
heat - isti; жара	hit - zərbə; удар
cheap - ucuz; дешевый	chip - yonqar; щепка

[ɑ:]

bark - qabıq; кора
 cart - araba; телега
 calm - sakit; спокойный
 carp - çəki balığı; сазан; карп
 card - kart, bilet; карта
 bard - müğənni; бард
 park - park; парк
 tart - turş; кислый
 heart - ürək; сердце
 clerk - xidmətçi; клерк

lark - toroğay; жаворонок
 farce - məzhəkə; фарс;
 last - keçmiş; прошлый
 charm - cazibə; обаяние
 bar(s) - ləm; лом, брусok
 staff - əl ağacı; палка
 dance - rəqs; танец
 barn - anbar; амбар
 harm - zərər; вред
 march - addımlamaq; марш
 dark - qaranlıq; тёмный
 mask - maska; маска
 shark - akula; акула
 darn - közəmək, yamamaq;
 штопать, чинить
 pass - keçmək; двигаться вперед;
 psalm - zəbur surəsi; псалом
 starve - acından ölmək; умерать
 от голода
 mast - dor ağacı
 half - yarım, уағ

[ʌ]

buck - erkək; самец
 cut - kəsmək; резать
 come - gəlmək; приходиться
 cup - fincan; чашка
 cud - saqqız; живачка
 bud - tumurcuq; почка
 ruck - şayba; шайба
 tut - ax səni! Ах ты!
 hut - daxma; хижина
 cluck - qaqqıldamaq;
 худахтатыть
 luck - tale; судьба
 fuss - əsəbi; нервное
 lust - şiddətli arzu; вожеление
 chum - yoldaş; товарищ
 buzz- vizilti; жужание
 stuff - material; материал
 dunce - küt; тупица
 bun - dəstə; пучок
 hum - vizilti; жужание
 much - çox; много
 duck - ördək; утка
 musk - müşk; мускус
 shuck - qabıq; шелука
 done-to do - etmək, делать
 puss - pişikçəyüz; кошечка, киса
 sum - məbləğ; сумма
 stuff - material; материал
 must - malı, məli; должен
 huff - hirs, sataşmaq;
 гнева; задирать

[e]

em = Mm

es = Ss

rep - qələm; ручка

red - qırmızı; красный

let - icazə vermək; позволять

men - adamlar; человек

bed - yataq; постель

sell - satmaq; продавать

fell = fall - düşmək; падать

well - quyu; колодец

hell - cəhənnəm; ад

mem = memorandum

bell - zəng; колокол

el = Ll

met = meet - görüşmək; встретить

wet - yaş; мокрый

debt - borc; долг

spend - xərcəlmək; тратить

wren - gicikənlük; крапивник

etch - oymaq; гравировать

pepper - istiot; перец

[e]

ate (eat) - yemək; кушать

ebb - çəkilmə; отлив

end - son; конец

hem - yara ucu; рубец

beck - kiçik çay; ручей.

əl ilə işarə etmək, делать знаки

рукой

peck - dimdik; клевок

[ei]

aim - məqsəd; цель

ace - xal; очко

pain - ağrı, dərd; боль, горе

raid - uçuş; налёт

late - gec; поздний

main - əsas; главная часть

bade = bid əmr etmək; прика-
зывать

sail - yelkən; парус

fail - müvəffəq olmamaq; не
имеет успеха

wail - fəryad; воль

hail - dolu; град

maim - şikəst etmək; калечить

bail - girov; залог

ale - pivə; пиво

mate - yoldaş; товарищ

wait - gözlənmək; ожидать

date - tarix; дата

spade - bel; лопата, курия

rain - yağış; дождь

atch - çanaq sümüyü; кресто-
вая кость

paper - kağız; бумага

[æ]

at - -da, -də; на

abb - arqac; уток

and - və; и

ham - donuz əti; ветчина

back - bel, kürək; спина

pack - tay, yük; тюк

bed - çağrayı; кровать
best - ən yaxşı; лучший
debt - borc; долг
pet - istəkli; любимый
ten - on; десять

[ɑ:]

dark - qaranlıq; тёмный
lark - torağay; жавороник
shark - akula; акула
sharp - iti; острый
mark - marka; марка
last - keçmiş; прошлый
barb - qılçıq; ость
dam - közəmək, yamaq;
штопать, чинить
hart - erkək maral; олень-самец
barks - qabıqlar; кора
dart - mizraq; дротик
card - kart; карта

cast - atmaq, tullamaq; бросать
part - pay, hissə; доля, часть
harp - arfa; арфа
arc - qövsölər, дуга
clerk - xidmətçi; клерк
guard - gözetçi; караул
tart - tort, turş; горт, кислый
stark - donmuş; окоченевший

[ɜ:]

err - səhv etmək; ошибаться
fir - ağ şam ağacı; пихта

bird - quş; птица
burst - partlayış; взрыв
dirt - çirk, palçıq; грязь
pert - ədəbsiz; нахальный
tern - su qarışıqu; крачка

[ɔ]

dock - quzuqulağı; шавель
lock - zülf, saç; локон
shock - zərbə; удар
shop - dükan; лавка
mock - ələsalma; осмеяние
lost - itirmək; терять
Bob - ad; имя
don - don (titul); испанский
титул
hot - isti; горячий
box - qutu; ящик
dot - nöqtə; точка
cod - treska (balıq növü);
треска
cost - qiymət; цена
pot - qazan; горшок
hop - horramta; прыжок
ox - öküz; бык
clock - saat; часы
god - allah; бог
tot - uşaq; малыш
stock - əsas mənzbə, gövdə;
главный ствол

[ou]

owe - borcu olmaq; быть
должным
foe - düşmən; враг

[iə]

ear - qulaq; ухо

beer - pivø; пиво

tear - göz yaşı; слеза

fear - qorxu; страх

hear - eşitmək; слышать

rear - arxa; мыль

leer - çaş; çər; косою

steer - sükan idarə etmək;

править рулем

sheer - əsil, tam, xalis; сущий, явный

dear - əziz; дорогой

peer - lord; rəq, bərabər; лорд,

равный

cheer - ruhlandırmaq; одобрить

sneer - istehza; насмешка

mere - gül, gölməçə; sadə; озеро,

пруд, простой

clear - aydın; ясный

a'ppear - gögünmək; появляться

emir - əmir; эмир

kir - qır; кир

piec - dayaq; устой

bier - tabut; гроб

era - era; эра

weir - bənd; плотина

tier - cərgə; ряд, ярус

gear- çarx, mexanizm; механизм,

прибор

queer - qəribə; странный

clear - aydın; ясный

veer - qırmaq, zəhərlənmək,

[eə]

air - hava; воздух

bear - ayı; медведь

tear - qırmaq; рваться

fare - yol haqqı; стоимость

поезда

hare - dovşan; заяц

rare - seyrək; редкий

lair - ağıl, kaha, берлога

stair - pilləkan; ступенька

share - pay; доля

dare - modal fcl; модальный

глагол

pair - cüt; пара

chair - stul; стул

snare - cələ; силок

mayor - mer; мэр

Clare - ad; имя

a pair - cüt; пара

a mare - madyan; кобыла

care - qayğı; забота

pare - kəsmək (dırmaq) подре-

зать (ногти)

bare - lüt; голый

area - sahə; площадь

wear - geymək; носить одежда

tear - qırmaq; рваться

care - qayğı; забота

square - dördkünc; квадрат

glare - parıltı (gözqamaşdırıcı);

ослепительный блеск

where - hara? где?

tier - uşaq önlüyü; детский
фартук
tired - yorğun; усталый
tied - bağlı; связанный
lion - şir; лев
line - xətt; линия

royal - padşahsayağı, королев-
ский
joyous - sevincəkli; радостный
buoyant - gümrəh, плавучий
annoyance - dilxorluq; досада
employer - sahibkar; хозяин

APPENDIX 21

A List of Consonant Contrasts in Spelling

[p]

cap - кепка; парақ; кепка,
фуражка
cup - fincan; чашка
top - süpürgə; швабра
cap - парақ; фуражка
nip - dişdək, çimdik; щипок

lorry - salnanan; свисающий
pray - dua etmək; молиться
prow - burun (gəminin); нос
(судна)
prior - əvvəlki; прежний
grim - zabitəli; голарный
pride - vüqar; гордость
prude - nazlı, işvəsatan;
жеманница
price - qiymət; цена
pea - noxud; горох
par - bərabər səviyyədə;
на одном уровне
pay - ödəmək; платить
pie - piroq, pastet; пирог
peer - lord, per bərabər; ровня
pair - cüt; пара

[b]

cab - muzdlu ekipaj, taksî;
наёмный экипаж
cub - bala, kögrə; детёныш
mob - uğun; толпа
cob - qaya, iri daş; глыба
nib - pero, qələm ucu, lələk;
острые пера
lobby - vestibül; вестибюль
bray - döymək, əymək; толочь
brow - qaş; бровь

brier - itburnu; шиповник
brim - kənar, qıraq; край
bride - gəlin; невеста
brood - anasız qaş; heyvan
балалы; выводок
Bruce - ad; имя
bee - arı; пчела
bar - bar; zalıq;
бар, полоса
bay - körfəz; залив
buy - almaq; купить
beer - pivə; пиво
bear - ayt; медведь

fate - tale; судьба
height - hündürlük; высота
wheat - buğda; пшеница

[k]

pick - külüng, seçmək; кирка,
выбирать
dock - turşəng; щавель
back - arxa, kürok; спина, задний
leak - axmaq, damcılamaq;
cockle - qaramaq otu; куколь

pecking - dənilmək,
dimdikləmək; клевать
lacking = lack - çatmamaq;
ehtiyacı olmaq; не хватать
crow - qarğa; ворона
crew - gəmi komandası; экипаж
(судна)
creed - din, şəriət; вероучение
craft - bacarıq, sənət, peşə;
умение, ремесло
crate - qablaşdırıcı qurğu;
упаковочная клеть
crab - xərçəng; краб
crum - basabas, basırıq; давка
come - gəlmək; приходиться
core - özək, məğz iç; сердцевина
code - kodeks; кодекс

kir - qır; кыр

Kay - ad; имя
Kate - ad; имя
Kyrle - ad; имя

fade - solmaq; вянуть
hide - gizlənmək; gizlətmək;
прятаться, скрываться
weed - alaq otu; соляк

[g]

pig - donuz; свинья
dog - it; собака
bag - çanta, сумка
league - ittifaq; лига, союз
goggle - gözlərini bəzəlmək;
тарашить глаза
pegging - bənd etmək;
sancmaq; прикредлять
lagging=lag - geri qalmaq;
отставать
grow - bitmək; расти
grew = grow
greed - tamahkarlıq; алчность
graft - calaq, peyvənd etmək;
прививка, прививать
great - böyük; великий
grab - çömçə; черпак
gram - qram; грамм
gum - diş əti; десна
gore - əkin sahəsi; клин
goad - stimül, biz, iynə;
стимул, стрекало
gear - mexanizm, çarx;
механизм
gay - şəh; веселый
gate - darvaza; ворота
girl - qız; девочка

batch - dəst, tora; пачка, куча
match - kibrit; спичка
leech - zəli; пиявка
chin - çənə, buxaq; подбородок
chug - töyümək, töyütmə;
пыхтение
char - şimal qızılbalığı; голец
(рыба)
cheer - ciyilti, civilti; писк
chest - döş, sinə; грудная клетка

choke - tutma; ürokkeçmə;
boğulmaq; припадок удушья;
задышаться
cheer - ruhlandırıcı;
одобрительное

[n]

stun - kar eləmək, qulağını
batırmaq; оглушить
ran = run - qaçmaq; бежать

Hun - ad; имя
Lyunn - ad; имя
clan - qəbilə; клан
gone = go - getmək; идти
kin - nəsil, род
pin - sancmaq; булавка

fan - yelpik; веер
ton - ton; тонна
pan - qazan; кастрюля

sun - günəş; солнце
win - uduş, udmaq; выигрыш,
выиграть

badge - nişan; значок
Madge - ad; имя
liege - len sahibi; вассал
gin - ingilis arası; джин
jug - bardaq; кувшин

jar - bardaq, banka; кувшин,
крушка
jeep - avtomobil "cip"; "джип"
jest - ələ salma, istehza;
насмешка
joke - zarafat; шутка

jeer - lağa qoymaq;
насмехаться

[ŋ]

stung = sting - dalamaq;
sancmaq; жалить
rang = ring - zəng çalmaq,
звонить
lung = hang - asmaq; вешать
ling - durnabalığı; щука
clang - cingilti; лязг, звон
gong - sine; гонг
king - padşah; король
ring - güllə səsi, вызывты;
свист (пули) гудение
fang - körək dişi; клык
tongue - dil; язык
rang - qəfil, kəskin ağrı;
внезапная острая боль
sung = sing - oxumaq; петь
wing - qanad; крыло

myth - əfsanə; миф
worth - dəyər, qiymətləndirmə;
ценность, достоинство
North - şimal; север
forth - dördüncü; четвертый
faith - inam, etibar; доверие
truth - həqiqət; doğruluq; истина,
правда
moth - güvə; моль

[ð - θ]

they - onlar; они
thy = your
bathe - çimmək; купать(ся)
breathe - nəfəs almaq; дышать
clothe - geyinmək; одевать
scythe - kərantı; коса
seethe - qaunamaq, pıçıldamaq;
кипеть, бурлить
lathe - xarrat dəzgahı; токарный
станок
theme - tema, mövzu; тема
thill - əskeş; оглобля
thick - qalın; толстый
hearth - ocaq; кают

[ð - θ]

thorn - tikan; ключка
thought = to think fikirləşmək;
думать
throat - boğaz; горло
thug - qatil; убийца

miss - əldən buraxmaq;
упускать
worse - daha pis; худший
Norse - ad; имя
force - qüvvə, güc; сила
face - üz; sifət, лицо
truce - barış, barışıq;
перемирие
moss - tamır; мох

[z-s-t-d]

say - demək; говорить
sigh - kükə yutürmək; вздох
baize - xovlu parça, pağıl; байка
breeze - yüngül külək; легкий
ветерок
close - bağlamaq;
закрывать(ся)
size - ölçü; размер
seize - tutmaq; хватать
laze - avaralanmaq;
бездельничать
team - komanda; команда
till - kimi; до
tick - gənə; кнец
farce - фарш

[z, s, t, d, f, v]

toen = tear cırılmaq; рвать(ся)
taught = to teach öyrənmək;
обучать
troll - tələ yemi; приманка
tug - yedəyə almaq; буксировать

[θs]

length(s) - uzunluq, длина
 depth(s) - dərinlik; глубина
 breath(s) - nəfəs; воздух
 the Smith(s) - Simislər ailəsi
 fifth(s) - beşinci; пятый
 death(s) - ölüm; смерть
 filth(s) - pəlcıq, ziğ; tullantı; грязь,
 отбросы
 birth(s) - doğulma; рождение
 month(s) - ay; месяц

[f]

leaf - yarpaq; лист
 beef - mal ətii; говядина
 tough - bərk, səd; жесткий
 stuff - material, cism; материал,
 вещество
 enough - kifayət qədər;
 достаточный
 calf - buzoq; телёнок
 turf - çim, torf; дерн, торф
 safe - səyf; сейф
 loaf - kömbə; буханка
 surf - fəpədüyən; буруны
 knife - bıçaq; нож
 stiff - bərk, tərəm; тугой
 fife - tütək; дудка
 define - müəyyənləşdirmək;
 определить
 serf - təhkimli kəndli, qul;
 крепостной, раб
 surface - səth; поверхность

[ðz]

truth(s) - həqiqət; правда
 wreath(s) - əklil; венок
 bath(s) - vanna, ванна
 clothe(s) - paltar; платье
 mouth(s) - ağız; рот
 youth(s) - savan; юность
 oath(s) - and; клятва
 booth(s) - köşk; будка
 path(s) - sıgır; тропинка

[v]

leave - tərk etmək; покидать
 eve - ərəfə; канун
 dove - göyərçin; голубь
 starve - acından ölmək; уми-
 рать от голода
 love - sevgi; любовь
 carve - kəsmək, ağac üzərində
 nəxiş açmaq; резать по дереву
 serve - xidmət etmək; служить
 save - xilas etmək спасать
 hove = heave qaldırmaq
 (ağırlıq); поднимать
 serve - xidmət etmək; служить
 hive - an pətəyi; улей
 live - yaşamaq; жить
 five - beş; пять
 divine - peyğəbərlilik etmək;
 пророчествовать
 nerve - nərв
 service - xidmət; служба

тряпка	vow - and, əhd; клятва
wow - heyrətləndirmək,	
sarsılmaq; поразить	
weaver - toxumaq; тхать	viva - yaşasın! Да здравствует!
wiser - müdrük; мудрый	visor - günlük; козырёк
wicker - hörmə zənbil; плетеная	vicar - canişin, sərdar,
корзинка	наместник
West - qərb; запад	vest - jilet, жилет
wire - məftil, sim; проволока	via = through vasitəsilə; через

APPENDIX 22

A List of Homophonous Words

air-heir-ere [ə]	1. hava; 2. vərəsə; 3. əvvəl; воздух; наследник, до
allowed-aloud [au]	1. icazə vermək; 2. ucadan; разрешать, громко
arms-alms [ɑ:]	1. qollar; 2. sədəqə, ehsan; руки, милостыня
arc-ark [ɑ:]	1. qövs, göy qurşağı; дуга, радуга 2. Nuhun gəmisini, mücrü, ковчег
be-bee [i:]	1. olmaq, быть; 2. ağı, пчела
bare-bear [ə]	1. lüt, çılpaq; 2. ağı; медведь
beach-beech [i:]	1. çimərlik; пляж; 2. fisdıq; бук
bean-been [i:]	1. raxla; боб 2. olmaq быть
beat-beet [i:]	1. zərbə - удар; 2. çiğundur - свекло
berry-bury [e]	1. giləmeyvə; ягода 2. basdır- maq; хоронить
birth-berth [ɜ:]	1. doğulma; рождение 2. taxt, койка; койка
blue-blew [u:]	1. mavi; голубой 2. əsmək; дуть
break-brake [et]	1. sındırmaq; ломать 2. dayandırmaq, тормозит

canon-cannon [æ]	2. kompliment, tə'rif; комплимент 1. qayda, me'yar; правило, критерий 2. tor, пушка; оружие
dear-deer [iə]	1. əziz, baha; дорогой 2. maral; олень
dew-due [ju:]	1. şəh, şəbnəm; роса 2. sayəsində, bir başa; благодаря, прямо
die-dye [daɪ]	1. ölmək; умирать 2. boyamaq, boya, rəng; красить, краска
doer-dour [uə]	1. iş görək; исполнитель 2. ciddi, qəddar; строгий, суровый
dough-doe [ou]	1. xəmir; тесто 2. dişi (heyvan) самка
draft-draught [ɑ:]	1. sizgi, план; чертёж 2. uel-çəkək; сквозняк
fair-fare [ɛə]	1. gözəl, yarmarka; красивый, ярмарка 2. yol haqqı; за проезд
father-farther [ɑ:]	1. ata; отец 2. nisbətən uzaq; более отдаленный
feet-feat [i:]	1. ayaqlar; ноги 2. qoçaqlıq, qəhrəmanlıq; подвиг
fir-fur [ɜ:]	1. ağ şam, küknar; пихта, ель 2. xəz, yun; мех, шерсть
four-fore-for [ɔ:]	1. dörd; четыре 2. ön, qabaq; передный 3. üçün, ötrü; для, ради
fowl-foul [au]	1. quş, ov quşu; птица, дичь 2. çirklı, irinli; грязный, гнойный
forth-fourth [ɔ:]	1. irəli, qabağa; вперед 2. dör-düncü; четвёртый
flower-flour [auə]	1. gül, çiçək; цветок 2. un; мука
frank-franc [æ]	1. səmimi, açıq; искренный 2. frank; франк

lane-lain [eɪ]	1. döngə, далан; переулук 2. uzanmaq; лежать
lead-led [e]	1. daş qələm; грифель 2. ararmaq; вести
leak-leek [i:]	1. axmaq; течь 2. kəvər, soğanmaq; лук-порей
law-lore [ɔ:]	1. qanun; закон 2. eridusiya; эрудиция
lawn-lorn [ɔ:]	1. çəmənlük; лужайка 2. atılmış, yetim qalmış; осирателый
leaf-lief [i:]	1. yarpaq; лист 2. razılıqla, həvəslə; охотно
load-lode [ou]	1. yük; груз 2. filiz yatağı, mə'dən; залежь
maw-more= much [ɔ:]	1. gödən, qarınqulu; утроба 2. çox, много
meat-meet-mete [i:]	1. ət; мясо 2. görüşmək; встречаться 3. ölçmək, tə'yin etmək (mükafat) sód, sərhəd; измерять, назначить; граница
maid-made [eɪ]	1. cv qulluqçusu; служанка 2. etmək; делать
mail-male [eɪ]	1. poçt; почта 2. kişi cinsi; мужской род
main-mane [eɪ]	1. baş, əsas; главный 2. yal (at); грива
maize-maze [eɪ]	1. qarğıdalı; кукуруза 2. dolanbae, qarışıqlıq; лабиринт
man-mien [i:]	1. niyyətində olmaq; намереваться 2. üzün ifadəsi; выражение лица
miner-minor [aɪ]	1. saxtaçı; шахтёр 2. cüzi, əhəmiyyətsiz; незначительный
might-mite [aɪ]	1. modal fel; модальный глагол 2. yarım qroş, gənc; полушка, клец
nice-gneiss [aɪ]	1. qəşəng; хороший 2. qneys

peel-peal [i:]	1. qabıǵını soymaq; снимать корку 2. zəng səsi; звон коло-колов
rain-reign-rein [eɪ]	1. yaǵış; дождь 2. çarlıq etmək; царствовать 3. çilov, yedək; поводья
root-route [u:]	1. kök, rişə; корень 2. marşrut; маршрут
road-rode-rowed [ou]	1. yol; дорога 2. at minmək; ехать верхом 3. avar çəkmək; грести
read-reed [i:]	1. oxumaq; читать 2. qamış; тростник
right-rite-write-wright [aɪ]	1. hüquq, ədalətli; право, справедливый 2. adət, qayda, mərasim; обряд, церемония 3. yazmaq; писать 4. usta, sənətkar; мастер
ring-wring [ɪ]	1. üzük, zəng etmək; кольцо, звонить 2. əymək, bürmək; скручивать
rung-wrung [ʌ]	1. atma tiri; перекладина 2. bürmək, əymək; скручивать
row-roe [ou]	1. sərgə; ряд 2. təkə, cüyür; косуля
radar-raider [eɪ]	1. radiolaktor; радар 2. sürəkçi, basqın edən; рейдер
rhyme-rime [aɪ]	1. qafiyə; рифма 2. qırov; иней
riot-ryot [aɪə]	1. qiyam; бунт 2. əkinçi; земледелец
sail-sale [eɪ]	1. yelkən; парус 2. satış; продажа
seed-cede [i:]	1. toxum, dənə; семя, зерно 2. güzəştə getmək; уступать
shear-sheer [ɪə]	1. qırma (qoyun), qırım; стричь (овец) 2. xalis, əsil, tam; суший

see-sea [i:]	1. görmək; видеть 2. dəniz; море
sweet-suite [swi:t]	1. şirin; сладкий 2. dəst; комплект
sore-soar [ɔ:]	1. yara, çiban, sızaq; болячка, рана, язва 2. pörtlötmək, buğda bişirmək; парить
scull-skull [ʌ]	1. qoşa avar, qoşa avar çəkmək; нарное весло грести 2. köllə; череп
team-teem [i:]	1. komanda; команда, экипаж 2. qaунаşmaq, vığıldamaq; кинеть
tea-tee [i:]	1. çay; чай 2. nişangah; мишень
tail-tale [ei]	1. quyuq; хвост 2. hekayə, nağıl; рассказ
tear-tier [iə]	1. göz yaşı; слеза 2. sıra, yarus; ряд, ярус
tyre-tire-tier [taɪə]	1. təkər; шина 2. baş geyimi; головной убор 3. uşaq önlüyü; детский фартук
through-threw [u:]	1. içindən, arasından; через; сквозь 2. atmaq, tullamaq; бросать
taught-taut [ɔ:]	1. öyrətmək; учить 2. elastiki; упругий
tern-turn [ɜ:]	1. su qarapçısu; крачка 2. pövbə, очередь
tough-tuff [ʌ]	1. bərk, səd; жесткий 2. tuf daşı; туф
tennis-tense [e]	1. tenis; теннис 2. zaman (qrammatikada); время
two-too-to [u:]	1. iki; два 2. həddindən artıq; слишком 3. -a, -ə, -ya, -yə; к, в, на
troop-troope [u:]	1. dəstə, qoşun; отряд, воска 2. trupa; труппа

wry – rye [aɪ]	1. öytü; mübahisəli; кривой; противоречивый; 2. çovdar; рожь
wont - won't [ou]	1. qayda; обычай; обыкновение; 2. will not (ixtisar forması) сокр. форма
whoop – hoop [u:]	1. çağırtı, haray; возглас; 2. quşaq, çənbur; обруч
you – ewe [ju:]	1. sən, siz; ты, вы; 2. qoyun

Appendix 23

A List of Homographic Words (nouns and verbs)

'abstract (n)	-müçəttəd; реферат; конспект; абстракция
ab'stract (v)	-müçəttədləşdirmək; абстрагировать
'accent (n)	-vurğu, aksent; ударение, акцент
ac'cent (v)	-vurğu qoymaq; vurğulamaq; ставить ударение; подчеркивать
'addict (n)	-pəşəxor; наркоман; кокаинист
ad'dict (v)	-aludə olmaq (pis işləmə); увлекаться
'ally (n)	-müttəfiq; союзник
a'lly (v)	-ittifaqa girmək; birləşdirmək; вступать в союз; соединять
'attribute (n)	-ələmət; xüsusiyyət; təyin; свойство; признак
at'tribute (v)	-aid etmək; istinad etmək; приписывать; относить
'combine (n)	-taxılbiçən; birlik; kombayn; объединение, комбайн
com'bine (v)	-birləşmək; объединять

'dictate (n)	-ömr etmә; sәrәncam; imla; предписание, диктант
dic'tate (v)	-imla yazdırmaq; диктовать
'digest (n)	-mәsmü; toplu; mә'lumat kitabı; сборник; справочник
di'gest (v)	-hәzm edilmәk; mәnimсәmәk; перевариваться (о пище); усваивать
'discount (n)	-güәşt; скидка
dis'count (v)	-güәşt etmәk; делать скидку
'entrance (n)	-giriş; daxil olma; вход; выступление
en'trance (v)	-sevinc, qorxu vәziyyәtinә salmaq; приводить в состояние восторга, испуга
'envelope (n)	-zәf; конверт
en'velop (v)	-bükмәk, sarımaq; обёртывать
'escort (n)	-qarovul; gözetçi; охрана; конвой
es'cort (v)	-müşayiәt etmәk; сопровождать
'essay (n)	-nçerk; etüd; очерк; этюд
es'say (v)	-sınamaq; tәcrübә etmәk; подвергать испытанию
'exploit (n)	-qәhrәmanlıq; подвиг
ex'ploit (v)	istismar etmәk; эксплуатировать
'export (n)	-ixrac; экспорт; вывоз
ex'port (v)	-ixrac etmәk; экспортировать
'extract (n)	-parça; hissә (әsәrdән); выдержка; извлечение (из книги)
ex'tract (v)	-çәkdirmәk (diş); удалить (зуб)
'import (n)	-idxal; ввоз
im'port (v)	-idxal etmәk; ввозить
'impress (n)	-iz, tәsir; basma; отпечаток

pro'test (v)	-qəti etiraz etmək; протестовать
'rebel (n)	-qiyamçı; мятежник
re'bel (v)	-qiyam etmək; восстовать
'record (n)	-yazı; qeyd etmə; salnamə; запись; летопись
re'cord (v)	-lentə yazmaq; qeyd etmək; записывать
'retail (n)	-rərakəndə satı; розничная продажа
re'tail (v)	-rərakəndə satmaq; продаваться в розницу
'subject (n)	-mövzu; тема
sub'ject (v)	-tabe etmək; подчинять
'survey (n)	-yoxlama; icmal; təhlil etmə; осматривание; обозревание
sur'vey (v)	-yoxlamaq; təhlil etmək; осматривать; обозревать
'suspect (n)	-şübhəli adam; подозреваемый человек
sus'pect (v)	-şübhə ləpmək; подозревать
'torment (n)	-əzab; əziyyət; мучение
tor'ment (v)	-əzab vermək; мучить
'transfer (n)	-daşım, köçürmə; перенос
trans'fer (v)	-daşımaq; переносить
'transport (n)	-daşım; транспорт; перевозка
trans'port (v)	-daşımaq (miniklə); перевозить
abuse (n) [s]	-təhqir etmə; оскорбление
abuse (v) [z]	-təhqir etmək; оскорблять
advice (n) [s]	-məsləhət; совет
advise (v) [z]	-məsləhət etmək; советовать
belief (n) [f]	-inam; вера
believe (v) [v]	-inanmaq; верить
breath (n) [θ]	-nəfəs; дыхание
breathe (v) [ð]	-nəfəs almaq; дышать

'black 'berry (any black coloured berry) - 'blackberry	- qara rəngli hər hansı giləmeyvə - qara qarağat; черная смородина; dəli böyürtkən
'black 'bird (any black coloured bird) - 'blackbird	- qara rəngli quş; черная птица - qaratoyuq; дрозд
'black 'ball (ball that is black) - 'blackball	- qara, top; черный шар; - əleyhinə səs vermək; заболлотировать
'black 'board (board that is black) - 'blackboard	- qara taxta; черная доска - yazi taxtası; классная доска
'black 'cap (cap that is black) - 'blackcap	- qara paraq; черная шапка - qara kəkilli quş; славка-черноголовка
'black 'cock - 'blackcock	- qara xoruz; черный петух; - tetra quşu; тетерев
'black 'guard (guard who is black) - 'blackguard (scoundrel)	- yaramaz; namərd; подлец; негодяй
'black 'head (head that is black) - 'blackhead	- şiş, düyün, sızacaq; папула; прыш
'black 'leg (leg that is black) - 'blackleg (strike breaker)	- xain; штрейкбрехер
'blue 'book - 'blue book (official publication)	- mavi üzlü kitab; синяя книга; Amerikada dövlət vəzifəsində işləyən adamların siyahısı
'blue 'bottle - 'bluebottle (blow fly)	- 1. mavi rəngli butulka - ət miçəyi; мясная муха; 2. pəyğəmbər çiçəyi; василек
'blue 'jacket - 'bluejacket	- mavi rəngli gödəkçə; синяя куртка - hərbi dəniz donanmasının matrosu; матрос военно-морского флота
'blue 'stocking - 'blue ,stocking	- mavi rəngli qadın corabı

'breed (hybrid)	- hibrid, помесь
'dark 'room (one that is dark) -	-qaranlıq otaq; темная комната
'dark ,room (for photography)	- qaranlıq kamera, камера- обскура
'dead 'head (one that is dead) -	- ölü baş
'dead ,head (non paying member)	-pulsuz sərnəşin; бесплатный пассажир
'dry 'goods (goods that are dry) -	-xırdavat mağazası; qalanteriə
'dry ,goods (drapery)	- parça mağazası; драпировка
'dry 'point (point that is dry) - 'dry	-quru iynə ilə oymaq;
,point (engraving needle)	гравирование сухой иглой
'English 'book (printed in English)	-ingilis dilində çap olunmuş kitab
- 'English ,book (to teach English)	- ingilis dilini öyrənmək üçün dərslük
'French 'master (who is French) -	-fransız millətindən olan usta,
'French ,master (who teaches French)	- fransız dilini öyrədən adam
'fair'way (considerable distance) -	-çox, xeyli məsafə; зна- чительное расстояние
'fair ,way (navigation channel)	- gəmi üzə bilən yer, канал; фарватер
'foul 'brood (foul that is dirty) --	-çirkli ailə, uşaq; грязные дети,
'foul ,brood (disease of bees)	- an xəstəliyi
'free 'board (meals gratis) - 'free	-pulsuz yeməklər; бесплатная еда
,board (hull above water line)	- gəminin suyun üstündə qalan hissəsi
'free 'hand (discretion to act) - 'free	-sərbəstlik; свобода действий --
,hand (drawing)	-əl ilə çəkilmiş şəkil; рисунок от руки
'glass 'cover (made of glass) -	-şüşədən hazırlanmış örtük;
'glass,cover (cover for glass)	- şüşə, şüşə qab üçün örtük
'good 'fellow (fellow that is good) -	-çox yaxşı, xoşa gələn yoldaş;
'good ,fellow (been companion)	славный товарищ --

'half blood (step relationship) -	-ögey qohumluq; сводное
'halfblood (metizo)	родство
	- метис
'home 'office (head office) - Home	-idarə; управление
office (Ministry of Interior)	- DİN; МВД
'heavy 'weight (one that is heavy) -	-ağır çəkili adam
'heavy weight (burly boxer)	-böylü-buxunlu boksyor
'holy 'land (any revered land) -	-hər hansı müqəddəs, əziz,
'Holy Land (Palastine)	istəkli torpaq, yer, ölkə
	- Fələstin; Палестина
'hot 'plate (any plate that is hot) -	-hər hansı isti boşqab
'hot ,plate (part of a stone)	- peçin bir tərəfi, hissəsi
'hot 'pot (any pot that is hot) - 'hot	-isti qazança; горячий котелок
,pot (kind a stew)	- konservləşdirilmiş ət (müxtəlif
	ətlərin konservləşdirilməsi)
'mad 'doctor (doctor who is mad) -	-dəli həkim
'mad ,doctor (alienist)	- psixiatriya həkimi; врач психиатр
'iron 'casting (made of iron) -	-dəmirdən hazırlanan məmulat
'iron,casting	- dəmirtökmə sexi; литейный
	цех
'iron 'master (very severe master) -	-ciddi, hökmlü usta; строгий
'iron,master (manufacturer of iron)	мастер
	- dəmir hazırlayan usta; изгото-
	витель железа
'leather jacket (made of leather) -	-dəri kurtka
leather,jacket (crane-fly larva)	- uzun ayaq, çömçəquyuq; го-
	ловастик
'paper 'bag (made of paper) - 'paper	-kağız torba
,bag (for containing paper)	- kağız saxlayan torba; сдерж-
	атель бумаги
'paper 'boy (model made of paper)	-kağızdan kəsilmiş oğlan modeli
- 'paper, boy (news vendor)	- qəzetsatan; газетчик
'rubber 'face (modelled in rubber) -	-rezində modelləşdirilmiş üz,

'sweet ,bread (pancreas of calf)	-buzovun mədəalti vəzisi; поджелудочная железа
'spare 'room (any room not in use)	-istifadə olunmayan otaq
- 'spare ,room (room for guests)	- qonaq otağı; комната для гостей
'tin'man (tin model of a man)	-qalaydan, ağ dəmirdən düzəldilmiş adam modeli
- 'tin ,man (tin smith)	- tənəkçi, qalayçı; жестяник
'tall 'boy (boy who is tall)	-uzun, ucaboy oğlan
- 'tall ,boy (a piece of furniture)	- mebel (ayrı-ayrı predmetlər); мебель (отдельная вещь; стол, стул и др. пр)
'white 'house	- hər hansı ağ ev
'White ,House	- Ağ Ev (ABŞ-da)
'white 'paper (paper that is white) -	- ağ kağız
'white paper (government publication)	-rəsmi nəşr; официальное издание
'white 'thorn (thorn that is white) -	- ağ tikan
'white thorn	-yemişan; бояришник
'white 'throat (throat that is white) -	- boğazı ala, ağ (adam)
'white throat	-sivilya quşu; славка
'yellow 'bird (bird that is yellow) -	- sarı rəngli quş
'yellow ,bird (North American goldfinch)	-alacəhrə; зяблик
'yellow 'book (book that is yellow)	- sarı kitab
-'yellow ,book	- French official publication
'yellow 'stone (stone that is yellow)	
'Yellow ,stone	- U.S. National Park

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