

a<sup>ɪ</sup>

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o<sup>ʊ</sup>

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e<sup>ɪ</sup>

a:

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a<sup>ʊ</sup>

ʌ

f

AN INTRODUCTION  
TO  
ENGLISH PHONETICS

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AN INTRODUCTION  
TO  
ENGLISH PHONETICS

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ინგლისური ფონეტიკის შესავალი კურსი მეორე გამოცემა. იგი შედგება 15 გაკვეთილისაგან, რომლებიც განიხილია ინგლისური წარმოთქმის ძირითადი საკითხები, მოცემული კურსის გავლას სჭირდება 100 აუდიო-ფონოგრამა და ლაბორატორიული საათი.

წიგნი წარმოადგენს რამდენიმე სახელმძღვანელოს სპეციალური ფაკულტეტის პირველი კურსის სტუდენტებისათვის, იგი შეიქმნა გამოიყენებინ სხვა ფაკულტეტის სტუდენტებმაც, რომლებიც ინგლისურ ენას სწავლობენ.

Вводно-фонетический курс английского языка (II издание) состоит из 15-ти уроков, в которых рассмотрены основные вопросы английского произношения.

Книга является учебным пособием для студентов-первокурсников специальных факультетов вузов; она может быть успешно использована также студентами других факультетов, изучающих английский язык.

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/на английском языке/  
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## Preface

The Introductory Course in English Phonetics begins with a short comparative survey of English and Georgian sound systems and is followed by fifteen linguistically graded lessons presenting the main facts of English pronunciation.

There are, however, a few points of grammar that the author has included in the book since they are indispensable in mastering the structural and sound system of English. As the present text-book is aimed towards those students of English whose native language is Georgian, the order of presentation of the material and the emphasis laid on certain items of pronunciation have been determined by those difficulties the Georgian might have in pronouncing English sentences.

The lessons consist of carefully arranged keywords and phrases illustrating the rules of reading, sound contrasts, sound modification in connected speech, the use of stress and intonation patterns.

Sounds introduced in every lesson are described and supplied with diagrams, the use of stress and intonation in various communicative types is explained and indicated by appropriate signs.

Each lesson has a series of exercises for class and laboratory work. The exercises examine the ability of understanding, reproducing and creating speech - within the limited vocabulary and grammar system.

It has been assumed that the use of language laboratory and audio-visual techniques can make the teaching of a foreign language more successful and rapid.

The text-book is intended for 100 hours of class and la-



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boratory work. Though the present volume has been specially  
designed for the first-year university students of English,  
it can be recommended to all who want to acquire correct  
speech habits of the English language.

## INTRODUCTION

1. Orthography and transcription. English orthography is considered to be historical, i.e. there is a marked difference between the present pronunciation of words, and their spelling, which indicates earlier stages of development in the English language.

There are twenty-six letters in the English alphabet but forty-four distinctive sounds: twenty vowels and twenty-four consonants.<sup>4</sup> That is why we make use of transcription symbols indicating the significant sound differences i.e. - phonemes which help students to acquire the accurate pronunciation of a word.

English words and phrases in this course are studied through hearing and then associated with spelling.

Consequently, each exercise has a transcribed symbol of the sound in question and the words are given in spelling.

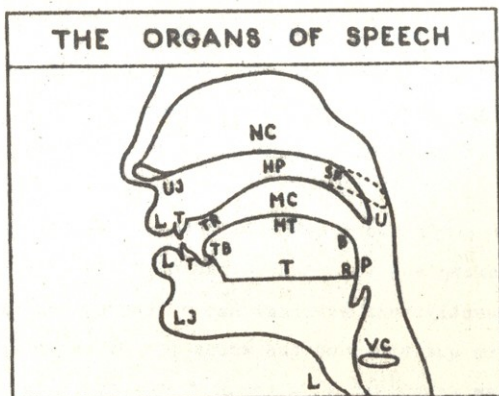
Some new symbols:<sup>2</sup> ʒ - for ʒ; ʊ - for u, and ɒ - for o are introduced in this course.

The introduction of these symbols points out that the difference between ʒ <-> ʊ; u <-> ʊ; ʒ <-> ʒ is qualitative<sup>3</sup>, and the difference in length is of secondary importance from

- 
1. The so called facultative sounds ʒ, m are excluded from the introductory course.
  2. The symbols have been used by the Soviet phoneticians. See Г.П.Горсужев, "Фонетика английского языка", Москва, 1950, с.45
  3. V.A.Vassiliev, O.V.Burenkova, A.R.Katanskaya, N.D.Lukina, L.P.Maslova, E.T.Torsueva, English phonetics, Leningrad, 1962, p.64.

phonemic point of view.

In the transcription of English diphthongs the second element is written above the symbol representing the first one. This kind of transcription is prompted by the following consideration: Georgian students (who find it rather difficult to reproduce the glide accurately) are warned from the very start, that the second element of an English diphthong is not an independent vowel sound.



Georgian learners of English should have an elementary knowledge of the structure of the organs of speech. The speech apparatus consists of four cavities, which serve as resonance-chambers. MC - the mouth cavity. NC - the nasal cavity. P - the pharynx. L - the larynx.

The organs of speech are: UJ - the upper and lower lip. TJ - the upper and lower teeth. TR - the teeth-ridge or alveoli.

The palate, which consists of two parts: HP - the hard palate and SP - the soft palate. U - the uvula. T - the tongue which is divided into the following parts: T<sub>tip</sub> - the tip and the blade of the tongue; M - the middle of the tongue;

B - the back of the tongue; R - the root of the tongue. LJ - the lower jaw, UJ - the upper jaw. VC - the vocal chords.  
W - the windpipe.

The organs of speech are divided into the active and passive organs. The active organs of speech are: the upper and lower lip, the tongue, the uvula, the lower jaw and the vocal chords.

The passive organs of speech are: the upper and lower teeth, the teeth-ridge (or alveoli), the hard palate, the upper jaw and the windpipe.



## Lesson one

Rules of reading.

Vowel phonemes: e, ɪ, eɪ

Types of syllables.

Consonant phonemes: s, z, ʃ, v, h

Rules of readinge in closed syllables is pronounced /e/i, y in closed syllables are pronounced /ɪ/a in open syllables is pronounced /eɪ/The letter combinations: ai, ay are pronounced /eɪ/Pronunciation of vowels in open and closed syllables

In so called open syllables vowels have alphabetic pronunciation, i.e. they are long, and in closed syllables, they usually are pronounced as short vowels.

A syllable which ends in a vowel sound is an open syllable, e.g. me, she, name, same. A syllable which ends in a consonant sound is called a closed syllable, e.g. man, black,

map.

## Description of /e/

The front part of the tongue is raised to the mid position. The lips are spread or neutral. The opening between the jaws is medium. /e/ is a mid, front vowel.

Description of /I/



The front part of the tongue is raised.  
 The bulk of the tongue is retracted a little from the true front position.  
 The lips are spread or neutral. The space between the jaws is little. /I/ is a high, front vowel of broad variation.

Description of /ei/

The tongue starts in the position for /e/ moving in the direction of the vowel /I/. The lips are spread or neutral.

Description of /f/, /v/, /s/, /z/, /h/

/f/, /v/, /s/, /z/ are consonants formed by the partial mouth obstruction on narrowing.

The labio-dental constrictives /f/, /v/ are produced between the lower lip and the upper teeth.

The alveolar constrictives /s/, /z/ are formed between the tip of the tongue and the teeth-ridge.

/h/ is a voiceless pharyngeal fricative. The sound occurs only before vowels.

Listen to the recorded words and pronounce them

N 1 /e/	N 2 /I/	N 3 /ei/ <sup>1</sup>
shelf nence	miss slip	say slay
hen sense	is fish	lay save
fence flesh	tila his	shave hay

<sup>1</sup> Note: There is an exception: the word says is pronounced /seɪz/

### Exercises

I. Transcribe the following words:

hay, shelf, save, tame, fence, flesh, says, slay, sense,  
his, film.

II. Name five words ending in a vowel and five words ending  
in a consonant.

III. Account for the pronunciation of the following words:

miss, flesh, slave, ail, hay, save, lay.

IV. Answer the questions:

1. What is a composition of a syllable?
2. What kind of syllables do you know?
3. What is a closed syllable?
4. What is an open syllable?
5. Which letters or letter-combinations correspond to  
/ei/?
6. Characterize /ɪ/ in terms of vowel classification

Rules of reading.

Vowel phonemes: /i:/ aɪ

Consonant phonemes: /m, n, l/ (in final position).

### Rules of reading

e in open syllables is pronounced /i:/

i, y in open syllables is pronounced /aɪ/

The letter combination igh is pronounced /aɪ/

The letter combinations: ee, ea are pronounced /i:/

The letter combinations: gn, kn are pronounced /n/

### Description of /i:/



The front part of the tongue is raised to the highest position. The opening between the jaws is narrow. Lips are spread or neutral. /i:/ is a close, high-front vowel of the narrow variation.

### Description of /aɪ/

The tongue is in the front part of the mouth, then it moves in the direction of the vowel /i:/. The lips are spread or neutral.

### Description of /m, n, l/

The bilabial nasal occlusives /m/, /n/ are formed by complete mouth obstruction; the soft palate is lowered.

For /l/ the front part of the tongue touches the teeth-ridge, the sides (one or both) of the tongue are lowered leaving a passage for the air. /l/ is an alveolar lateral sound.

It is necessary to distinguish two variants of this lateral sound known as clear and dark /l/. The clear variant occurs before vowels and before the sound /j/, the dark /l/

is used finally and before other consonants.



Listen to the pronunciation of the two variants  
of /L/ and pronounce them carefully:

N 4 clear /L/

leen lane

let line

less bliss

lane lace

N 5 dark /L/

t ll silk

sell deal

bill dale

smell Nile

nail mile

Pronunciation of the sonants in the final position

In Georgian the sonants ლ, მ, ნ are rare in the final position. They mostly occur in proper names in the vocative case and are partially devoiced: *მისაბ, ყუბაღ, მისაბ*.

The English l, m, n are used finally with the same ease as when used initially. They have long, energetic pronunciation in the final position and are practically never devoiced. The vowels before them are somewhat prolonged.

As the Georgians tend to use partially devoiced sonants at the end of words a special attention should be paid to the drills that help to obtain correct pronunciation of the final English sonants.

Listen and pronounce the following; be careful not  
to devoice sonants in the final position:

N 6 /e/

hell

shell

self

men

less

self

N 7 /I/

ill

fill

will

nil

slim

film

N 8 /eI/

fail

nail

hail

ail

sail

male

N 9 /i:/

lean     zeal  
mean     seam  
seen     each  
scene    sea  
sheen    fee  
heal     me  
seel     knee  
feel     eve  
meal     leave  
veal     he re  
seize    sneeze

N 10 /ai/

mile     high  
smile    lie  
fine     eye  
isle     fly  
I'm     my  
lime     sigh  
mine     life  
shine    knife  
size     five  
lies     file

Contrast drills

N 11 /i:- I /

meal - mill  
seal - sill  
feel - fill  
heel -hill  
sneeze-sniff  
leave - live  
scene - sin

N 12 /i:- e /

me - mess  
he - hem  
seal - sell  
kneel-knell  
heal - hell

N 13 /ai-I/

mice - miss  
mile - mill  
file - fill  
nile - nil  
mine - him

N 14 /i:- e/

meal - male  
lean - lane  
knee - name  
fee - fame  
sea - same

Exercises

I. Transcribe the following words:

five, inn, say, hail, self, knee, nail, sin, fee, fine,  
hell, in, leave, fly, see, lime, sneeze, seen, veal, file,

male, lies, nail.

II. Account for the pronunciation of the following words:

ail, kneel, sigh, file, name, heal, ill, slay, eve.

III. Give letter combinations for the following: /aɪ/, /i:/, /eɪ/.

IV. Answer the questions:

1. How many variants or allophones of /L/ are distinguished in English?
2. Where does the clear variant of /L/ occur?
3. Where does the dark variant of /L/ occur?
4. Which letters or letter combinations correspond to /i:/?
5. Describe /i:/ in terms of vowel classification.

Lesson three

Rules of reading.

Phonemes: tʃ, dʒ

Stress in English.

Rhythmic patterns ' - ' - , ' - ' - .

Use of the falling and rising tones (in commands and requests).

Imperative sentence.

Rules of reading

The letter combination sh is pronounced /ʃ/

The letter combinations: ch, tch are pronounced /tʃ/

J is pronounced /dʒ/

g before e, i, y is pronounced /dʒ/ except in certain cases such as: give, gift, get and some other words of Anglo-Saxon origin.

Description of /ʃ,ʒ/

These sounds are articulated

between the tip of the tongue and the back part of the teeth-ridge. The body of the tongue is raised towards the hard palate. The English /ʃ,ʒ/ resemble the Georgian ჟ, ჯ. That is why Georgians find no difficulty in pronouncing these English sounds. /ʃ,ʒ/ are palato-alveolar constrictives.



/ʃ/ is a voiceless consonant, /ʒ/ a voiced one.

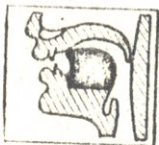
N 15 Contrast drills on /ʃ,ʒ/

- shell - sell
- shelf - self
- shave - save



shame - same

shine - sign

Description of /tʃ, dʒ/

While pronouncing these affricates the air-passage is completely blocked by raising the tip of the tongue which touches the back part of the teeth-ridge. The lips are protruded and the vocal chords are not made to vibrate for /tʃ/.

In the pronunciation of /dʒ/ the breath force is weaker and the vocal chords are made to vibrate. At the end of the pronunciation of these sounds the tongue is removed very slowly from the teeth-ridge forming a narrowing through which air passes with some noise. The sounds are palato-alveolar affricates.

N 16 /tʃ/

cheese

chest

reach

pitch

chess

N 17 /dʒ/

Jean

Jim

edge

gin

gem

N 18 Contrast drills on /tʃ dʒ/

chin-gin

chest-jest

rich-ridge

chase-Jane's

Stress in English

Stress may be described as the degree of force with which a sound or syllable is uttered. Sounds in stressed syllables are louder, longer and more distinct, than the same sounds in unstressed syllables. Most words of two syllables have one strongly stressed syllable and one weak syllable: e.g. fish-er, mill-er.

In English, stressed syllables occur at more or less regular intervals of time while weak syllables occupy the time



between them.

Sentence stress. In a sentence the words which are pronounced distinctly are said to be stressed. The most important words are usually stressed in a sentence. They are nouns, adjectives, demonstrative and interrogative pronouns, principal verbs and adverbs. Stressed syllables are louder and longer than the weak ones. The more important the word, the stronger its stress.

Auxiliary and semiauxiliary verbs, personal pronouns, articles and prepositions are not stressed in unemphatic speech. They are normally reduced and used in their weak, reduced forms.

Notice the pronunciation of the following syntactical structure modifier + modified. The marking / ↘ suggests a high pitch level on the first word (the modifier) and then a downward curve (fall) on the second (the modified) word.

The marking / - (e.g. take it) means that the tone falls on the first word which is stressed, and the second one, the pronoun, is unstressed.

Read the stress patterns, pay attention to the correct pronunciation of the following rhythmic structures:

Stress pattern / ↘  
Key pattern: Shaved men  
                  / 'seɪv dmen /

Stress pattern ↘ -  
Key pattern: nail it  
                  ↓ nɛɪl it /

- N 19   Pim's fish
- nice men
- lean veal
- slim slaves
- lame men
- fine face
- high hills

- N 20   seize it
- nail it
- fill it
- see him
- sell it
- say it
- milk it

nine mice

fail him



### Intonation

Intonation is the unity of melody, stress, rhythm, timbre and tempo. Practically any phrase or sentence can be spoken in a number of ways, each carrying a different shade of meaning. Intonation gives the sentence some definite emotional colouring and completeness.

Melody (one of the components of intonation) can be rising or falling in English.

Note: The sign  $\downarrow$  indicates the falling tone. The sign  $\uparrow$  is used for the rising tone. The word following the sign  $\uparrow$  or  $\downarrow$  is stressed.

The rising tone is used for general questions, all doubtful remarks, requests, and carries with it a sense of incompleteness.

Ex. N 21. Say drills 1, 2, 3, 4, 5, with the rising tone.

Pronounce the contrast drills using the rising and falling tones.

/i: - I /	/i: - e /	/aɪ - I /
meal - mill	seal - sell	mice - miss
seal - sill	me - mess	mile - mill
feel - fill	he - hem	file - fill
heel - hill	kneel - knell	Nile - nil
sneeze - sniff	heal - hell	mine - him
/i: - eɪ /	/e - eɪ /	
meal - male	fee - fame	sell - sale
lean - lane	sea - same	less - lace
knee - name		mess - maze

### Imperative Sentence

The imperative sentence commands a person to do something. Imperative sentences can be pronounced either with the rising

or falling tone. If the statement Close the door! is pronounced with the rising tone, it suggests a request, while the same statement pronounced with the falling tone suggests a command.

Here the intonation is the only means for expressing these shades of meaning.

Pronounce the following imperative sentences as commands and requests, using proper intonation.

Stress pattern ↘ -

N 22 Commands    ↘

save him  
 see him  
 say it  
 fail it  
 seize him  
 shine it  
 milk it

N 23 Requests    ↗

save him  
 see him  
 say it  
 fail it  
 seize him  
 shine it  
 milk it

### Exercises

I. Transcribe the following words:

sigh, fail, fee, maze, sniff, seal, fence, hen, sleeve, lame, mess, knell, fame, eve, heel, shin, sniff.

II. Account for the pronunciation of the following words:

vice, say, high, maze, knell, fail, veal, knife, sniff.

III. Listen to the following sentences and word combinations and pronounce them with proper stress and intonation patterns. Be careful not to device final monotonous sounds.

high fence, five hens, less sense, fine fish, slim miss, main maze, clean it, fine are, feel it, sail it, sign it, cease it, shy Nell, shelve it, smell it, sly Nick, shell

it, size it, ten lines, mated limbs, mean it, my  
fill it, hail him, file it.

IV. Listen and pronounce the following poem:

No Elves

A little	Said the ten
Red elf	Little men,
Met ten	"We live
Little men.	In the glen,
Said the little	And we never
Red elf,	Let elves
"Do you live	Come into
In the fen?"	Our den!"

V. Answer the questions:

1. Which English digraphs do you know?
2. What is stress?
3. What is the difference between the vowels in stressed and unstressed syllables?
4. What is the difference between word stress and sentence stress?
5. Which words are stressed in a sentence?
6. Which words are unstressed in a sentence?
7. What forms of words are used in stressed positions and in unstressed position?
8. How many melodies or tones are distinguished in English?
9. When is the rising tone used?
10. When is the falling tone used?
11. In how many ways can an imperative sentence be pronounced?
12. Which silent letters do you know?

Rules of reading.

Phonemes:  $\partial, \zeta$

Stress in two syllable words.

Indefinite article.

Reduced form of is.

Compound nominal predicate.

Rules of reading.

**a** in unstressed syllables is pronounced / $\partial$ /

The letter combinations: er or ur in unstressed syllables are pronounced / $\partial$ /

The letter combinations: zure, sure (when unstressed) are pronounced / $\zeta\partial$ /

Stress in two syllable words

In words of two syllables stress may fall either on the first or on the second syllable. The words having stress initially are in most cases nouns or adjectives. Verbs are stressed on the root: believe / $\beta i'li:v$  /, defeat / $dri'git$  /, etc.

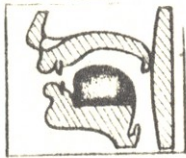
A stressed syllable is uttered with a greater breath force and retain the full quality of the vowel. In unstressed syllables a vowel is weakened or reduced. Unstressed e is pronounced as / $\partial$ /, all other unstressed vowels, in most cases, change into / $\partial$ /, e.g. begin / $\beta i'gin$  /, again / $a'gein$  /.

In the Georgian language stress is weak and there is not a marked difference between a stressed and unstressed syllable. That is why Georgian people find it difficult to pronounce reduced vowels in unstressed positions. Only after systematic and careful work in class and at the laboratory it



is possible to acquire a correct pronunciation of English reduced vowels.

Description of /ə/



The tongue is in the middle of the mouth and raised in the direction of the mid position. The space between the jaws is medium, the lips are spread or neutral.

Note: There are several variants of /ə/, but for practical purposes we can single out only the two variants of /ə/ occurring before consonants and in the final position. /ə/ at the end of words is rather open and resembles an unstressed Georgian .

N 24 /ə/ before consonants

N 25 /ə/ in the final position

famous /'feɪməs/  
again /ə'geɪn/  
effort /'ɛfət/  
pavement /'peɪvmənt/

Stress pattern ' -

nature /'neɪtʃə/ measure /'meɪzə/  
china /tʃaɪnə/ pleasure /'pleɪzə/  
nicer /'naɪsə/ seizure /'si:zə/  
fever /'fi:və/ leisure /'leɪzə/  
sister /'sɪstə/

Practise the pronunciation of the reduced vowels /ɪ/, /ə/.

N 26 /ə/

N 27 /ɪ/

again amaze      begin beseech    define deceive  
abase ashamed    believe beside    decline delay  
alive assail      behave behind    debase defile

/ɜ:/ appears in comparatively few English words, some of the words are borrowed from French: e.g. rouge /ru:ʒ/, garage /gə'reɪʒ/.

N 28 /ɜ:/

beige /beɪʒ/.    measure /'meɪzə/.    seizure /'si:zə/.

prestige /prestɪʒ /, pleasure /pleʒə /.



## The pronunciation and use of the Indefinite Article

### a and an

The indefinite article is normally unstressed and represented by its reduced forms /ə/, /ən/. If it bears a logical stress then /eɪ/, /æn/ forms are heard. The form a is used before words, beginning with a consonant sound, e.g. a pen, a book...

The form an is used before words beginning with a vowel sound, e.g. an apple, an ice, an aim ...

Reduced forms of the verb to be: am, are, was, were when reduced are pronounced with /ə/, or the vowel falls out altogether, e.g. I am here /aɪm↓hɪə /.

The personal pronouns are normally unstressed, e.g. I ↓see, he ↓breaks it, he ↓likes it, send them, etc.

e.g. they are gone /ðeɪ ↓gɒn/.

he was told /hi wəz ↓təʊld/.

The contracted forms of the verb is are pronounced as /s/ after voiceless consonants, and /z/ after voiced ones: a ship's coming, the hat's mine; he's here, she's there ;  
/ə 'sɪps↓kʌmɪŋ/, /ðə hæt's↓maɪn/, /hɪz↓hɪə/, /ʃi:z↓ðeə/.

### Compound Nominal Predicate

The compound nominal predicate consists of a verb and a predicative. It denotes the state or quality of the person or thing expressed by the subject, e.g. He's a teacher. He's clever. The desk's broken.

In the given sentences the predicatives /teacher, clever, broken/ are stressed; the personal pronouns, the link verb /is/ and the articles are given in their weak, unstressed forms.



Pronounce the following sentences, pay attention to the pronunciation of the reduced forms of the link verb is.

N 29 Key pattern: he's lame / hɪz leɪm/ . . .

he's late	it's mine	it's lean
she's nice	she's shy	he's lame
it's fine	it's high	he's sly

N 30 Key pattern: she's ashamed / ʃiːz əʃeɪmd/ . . .

he's amazed	it's a seal	it's a sail
it's a name	it's a hill	it's a scene
it's a fly	it's a knife	it's an aim
it's a file	it's a shelf	he's a slave
it's a flame	it's a nail	she's a dean
it's an isle	it's a line	he's a Finn
it's a hen		

N 31 Key pattern: he's a teacher / hɪz ɪtʃi:tʃə/ . . .

it's a liner	he's a miller
it's a cellar	she's a misser
he's a sailor	he's a fisherman

n 32 Key pattern: Eve is seen / iːv iːz sɪn/ . . .

Em is ill	Sam is lame
Jean is fine	Fish is lean

N 33 /s, z/ in larger sequences

Practise the following stress patterns:

- - / -

it's a pleasure  
at one's leisure  
it's a measure  
in his seizure

- / -

his patience  
it's Asia  
his shelter  
he's shameless

Exercises

I. Transcribe the following words:

fever, amaze, knife, fly, miller, liner, shelf, nature, china, effort, Finn, misser, isle, zeal, leisure, measure, seizure.

II. Account for the pronunciation of the following words:

effort, lean, sister, pavement, again, shame, china, Asia.

III. Listen and pronounce the following poem:

A Silly Fly

"Good bye!"	As I
Said a fly	Passed by
"I'm going	You silly old fly!
To try	The sky is too high
To fly	For a fly!"
To the sky!"	Said I.
"You fly to the sky!	

IV. Answer the following questions:

1. Where can stress fall in two-syllabic words?
2. Which two-syllabic words are stressed initially?
3. How do the vowels change in unstressed syllables?
4. How is unstressed /e/ pronounced?
5. What is the difference in pronunciation between stressed er, ur and unstressed er, ur?
6. What forms of the indefinite article exist in English and how are they pronounced in stressed and unstressed positions?
7. What are the strong and weak forms of "am", "are", "was", "were"?
8. What are the stress patterns of:

She's nice

It's a nail

He's a fisher

Sam is lame

9. Describe /ɜ:/ in terms of vowel classification!

Lesson five



Phonemes: b, d, g, p, t, k.

Voiced and voiceless occlusives in initial and final positions.

Consonant clusters: sp, st, sk, bl, dl, kl, tn, dn.

Review of the stress patterns: / -; / - /

Declarative sentence.

Description of b, d, g, p, t, k

The occlusive consonants: **b, d, g, p, t, k** are formed by a complete closure or obstruction. In the pronunciation of the bilabial **p, b** the obstruction is formed by the lips, in case of the alveolar **t, d** between the tip of the tongue and the teeth-ridge, while in case of **k, g** between the back of the tongue and the soft palate.

**b, d, g** are voiced occlusives, **p, t, k** - voiceless.

Voiceless English occlusives resemble the corresponding Georgian consonants. The latter, however, are more aspirated.

Consequently Georgians should be warned not to overdo aspiration while pronouncing the English **p, t, k**.

N 34 b, d, g

bay	gay	desk
gate	deep	beaf
give	best	bet
date	day	abate
bee	debt	beet
dean	beat	bit

N 35 p, t, k

pay	kept	Kate
team	pen	paper
kite	tame	skipper
peel	peep	Peter
tint	ten	tamer

Listen and pronounce the following words, paying particular attention to the contrast of final voiced and voiceless consonants. Note that the vowels are longer before the

voiced occlusives. The English b, d, g are devoiced in final positions to a much lesser extent than in Georgian.



N 36 Contrast drill on /d-t/, /p-b/, /k-g/

- |              |              |
|--------------|--------------|
| said - set   | lead - leak  |
| bale - bake  | made - make  |
| peg- peck    | Sid - sick   |
| seed - seek  | bend - bent  |
| side - sight | faded -fated |
| bib - pip    |              |
| bed - bet    |              |

As we have mentioned above, aspiration is much more prominent in Georgian than in English. That is why, Georgian students generally exaggerate aspiration in the English voiceless occlusives, which is not desirable especially after the sibilants.

N 37 Consonant clusters: sp, st, sk

- |       |       |       |       |
|-------|-------|-------|-------|
| scale | skill | space | state |
| skin  | spill | skimp | spike |
| spell | sky   | speed | stale |
| steel | skate | still |       |

Revision of the sonorous sounds in the final position

Listen and pronounce, be careful not to devoice final sonants. Remember that vowels are somewhat prolonged before the final sonants.

N 38

- |       |      |      |      |
|-------|------|------|------|
| smell | pile | d'm  | sell |
| lame  | fill | time | seem |
| dame  | beam | till | hill |
| pale  | team | den  | din  |
| kin   | tile | dale | mill |

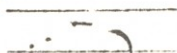
Sonants in final positions with noise occlusives are syllabic. They, like vowels; can form syllables. Sonants in this position have strong and fully voiced pronunciation, the vowels are somewhat longer than in other positions.

N 39 <u>bl</u>	N 40 <u>dl</u>	N 41 <u>gl</u>	N 42 <u>pl</u>
able	medal	single	people
table	pedal	mingle	simple
fable	beadle	eagle	steeple
cable	fiddle	beagle	pimple
stable	beetle	dingle	Naples
Bible	middle		
N 43 <u>tl</u>	N 44 <u>kl</u>	N 45 <u>dn</u>	N 46 <u>tn</u>
gentle	sickle	neighbour't	eaten
little	nickel	laden	beaten
dental	pickle	hidden	mittens
mental	cycle	beaten	tighten
pistol	Michael	didn't	
fatal			

#### Declarative sentence

A declarative sentence states a fact given in the negative or affirmative form. It is a categoric statement and is pronounced with the falling tone. The initial unstressed syllables in a categoric statement are pronounced on a low level, or are gradually ascending. The first stressed syllable is pronounced on a high pitch level. The tone falls on the final stressed syllable.

Pay attention to the intonation pattern of the following sentences: Key pattern: It's a tin plate /its a tra\pleit/





The intonation of the sentence is shown graphically between two parallel lines. Dashes are used for stressed syllables and dots for unstressed ones. The pause or division between two intonation patterns in a sentence is usually shown by a vertical line.

N 47 Key pattern: it's a silken dress.

it's a simple dress.

it's a second bill.

it's a silver bell.

it's a pretty face.

it's an easy text.

it's a nice pen.

it's a silver skate.

it's a peasant's pick.

it's a busy bee.

it's a tiny fly.

N 48 Review of the stress patterns: / - ; / /

make it.

give me.

send him.

help him.

take it.

shake him.

leave me

sell it

dim light.

less speed.

fine days.

Sid's pen.

Jim's fish.

keep time.

high time

Jim's life

Listen to the following stress patterns and pronounce them carefully

N 49 Key pattern: - / /

a pale sky

a steel knife

at high tide

a nice mill

a neat see

a tame beast

N 50 Key pattern: / - /

light again did his time

and is ill get inside

make it big send today

Nick is sick eat his cake

Jim is pale paint my desk

taste and smell out by bit

### Exercises

#### I. Transcribe the following words:

Peter, time, dental, deep, stable, den, tint, debt, bee, key, abate, dean, space, spike, said, pedal, symbol, laden, eaten, beaten, peel, skipper, needn't, Naples, tamer, beef, tense, hidden, faded, pickle, kin, sight, gentle, gate, Michael.

#### II. Name two syllable words consisting of open initial syllables.

#### III. Account for the pronunciation of the following words:

hidden, gentle, broken, silver, simple, inside, Mabel, symbol, tighten, Michael.

#### IV. Answer the following questions:

1. What is the difference in the pronunciation of vowels before voiced and voiceless consonants?
2. What is a sonant? Which sonorous sounds are syllabic in final position?
3. How are the initial unstressed syllables in a categoric statement pronounced?
4. How is the first stressed syllable pronounced?
5. Where does the tone fall?
6. How many kinds of pauses are distinguished in English and how are they graphically represented?
7. Mark stresses and melody in:  
It's an easy text.  
Eat his cake!
8. Describe the phonemes: /b/, /d/, /g/, /p/, /t/, /k/, according to the principles of classification.



Lesson six

Vowel phonemes: ɔ: ɒ ʊ

Consonant phoneme ʃ

Rules of reading.

Interrogative sentences (General questions).

Contrast drills on rising and falling intonation.

Review: noise occlusives + sonants in larger sequences.

Intonation of categoric statements.

Rules of reading

o in closed syllable is pronounced /ɒ/

o in open syllables is pronounced /ʊ/

The letter combinations: aw, au, or, ough, ough are pronounced /ɔ:/

a + l + a consonant is pronounced /ɔ:/

The letter combinations: ow, oa are pronounced /ʊ/

Description of /ɒ/

The back of the tongue is raised to the fully open position, the front part of the tongue is lowered. Lips are rather rounded, but not protruded. The opening between the jaws is wide. /ɒ/ is a low, back vowel. In English, /ɒ/ is always followed by a consonant.



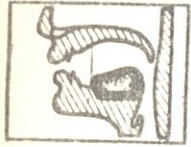
Description of /ɔ:/

The back of the tongue is raised to the half-open position. The lips are rounded and protruded. The open-

ing between the jaws is not so  
 de as in case of /p/.

/ɔ:/ is a long, low back vowel of  
 narrow variation.

Description of /ou/



The diphthong begins with a rounded vowel, the position of the tongue is between half-closed and half-open, then the tongue moves to the position, which is close to /V/.  
 /ou/ is a mid back-advanced vowel.

Description of /j/

/j/ is a semi-vowel, it starts at or near /I/ and is pronounced with the rising of the front of the tongue and with spread lips. The tongue position and lip shape depend on the following vowel.

Listen and pronounce the following vowel phonemes

N 51 /p/	N 52 /ɔ:/	N 53 /ou/
got doll	law smell	own load
fog top	claw talk	phone soap
lot soft	fork walk	tone omen
mop sock	taught hall	pose toast
shock dog	sauce call	bone cocoa
on hot	lord crawl	home fellow
	ought tall	hope coat

N 54 Contrast drill on /p-ɔ:/

shot -short	cot - caught	spot - sport
got - gaunt	don - dawn	cock - cork
pot - port	shone - shorn	set - sought
not - naught	hock - hawk	stock - stalk

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Listen to the words on the tape, notice that the words are pronounced in the contrasting tones: falling and rising. Key example: /sɪ:/, /ɨ seɪm/

N 55

meal - male	mice - miss	dawn - don
knee - name	shine - shane	caught - cot
lean - lame	paw - pot	pole - pall
fee - fame	cork - cock	sold - salt
short - shot	sly - slay	hole - hall
sport - spot	naught - not	

N 56 /j/

yawn	yes	yelp
yolk	yield	beyond
your	yet	yach

Note: Care should be taken not to pronounce /j/, i.e. not to use too much breath force while pronouncing the sonorant /j/. Georgian learners should begin practising /j/ before open vowels. It is easier to retain the sonorous character of /j/ before them.

#### Interrogative sentence

An interrogative sentence asks a question. The general question is one of the four kinds of questions known in English /General, Special, Alternative and Disjunctive/.

A general question always begins with an auxiliary link or modal verb. It requires an affirmative or a negative answer beginning with yes or no respectively.

If the verbs to be and to have are used as predicates they are also placed at the beginning of a sentence. To have is placed at the beginning of a question if it expresses a permanent possession (Has he black eyes?) or a single occur-



ence of a fact (Have you a headache now?). In other cases the auxiliary to do is used, as (Do you always have headaches? Do you have your dinner at the university?).

General questions are pronounced with a rise at the end. Modal and auxiliary verbs beginning the interrogative sentence are always stressed. The answers to them are pronounced with the falling tone. In negative short answer the verb to be is strong in contracted forms, while in full forms the particle not is stressed. The verb to be is the first stressed syllable in questions and is pronounced on a high pitch-level. The short answers yes, he is, no, he isn't are pronounced with a pause after yes and no: e.g. /jes hɪz /; /nɔz hɪznt /.

Pronounce the following sentences using falling intonation for statements and rising intonation for questions.

Key patterns: Ben's lame. /benz leɪm/  
 Is Ben lame? /ɪz ben leɪm/  
 Yes, he is /jɛs hɪz/  
 No, he is not /nɔz hɪznt/  
 No, he isn't. /nɔz hɪznt/

N 57

1. Kitty's slim. - Is Kitty slim? - Yes, she is. - No, she is not. No, she isn't.
2. Bob's small. - Is Bob small? - Yes, he is. - No, he is not. - No, he isn't.
3. Veal's tender. - Is veal tender? - Yes, it is. - No, it is not. No, it isn't.
4. George's tall. - Is George tall? - Yes, he is. - No, he is not. No, he isn't.
5. Kate's nice. - Is Kate nice? - Yes, she is. - No, she is

not. No, she isn't.

6. Sid's ill. - Is Sid ill? - Yes, he is. - No he isn't.  
No, he isn't.

7. Tim's big. - Is Tim big? - Yes, he is. - No, he is not.  
No, he isn't.

8. Nell is shy. - Is Nell shy? - Yes, she is. - No, she is  
not. No, she isn't.

Review of the studied phonemes in larger sequences. Use  
appropriate intonation in the following sentences:

Statements

N 58

He's little yet.	He promised to speak.
He yields to it.	It isn't allowed
It's beyond me.	He yawns.
It's yours.	Send a letter.
I'll see to it now.	I know it, yet I'll go home.
Yesterday he came.	He did it, yet he failed.

General questions

N 59

Is it yours? - Yes, it is. - No, it isn't.  
Is it your child? - Yes, it is. - No, it isn't.  
Is it a yolk? - Yes, it is. - No, it isn't.  
Is he a yogi? - Yes, he is. - No, he isn't.  
Is it a door? - Yes, it is. - No, it isn't.  
Is it a yoke? - Yes, it is. - No, it isn't.  
Is he a fellow? - Yes, he is. - No, he isn't.  
Is he a don? - Yes, he is. - No, he isn't.  
Is it a coat? - Yes, it is. - No, it isn't.



The pronunciation of two successions. When two occlusives follow each other the first one has no plosion, the closure of the first occlusive is followed by an explosion of the other. Be careful not to device the English voiced stops before voiceless consonants: e.g. bedside /bedsaid/ and not /betsaid/, subtropical /sʌb'trɒpɪkəl/ and not /sʌp'trɒpɪkəl/.

Listen attentively and pronounce the following succession of the occlusives. Reproduce correct stress patterns:

- -, - -, - - -

N 60		N 61	
rector	drop down	tiptoe	a hot toast
actor	meet Jim	let go	a cheap book
bedside	cold meat	Saint Paul's	a locked door
midday	take care	old gates	a big game
bedtime	stop Tom	act ten	a sick baby

Review of the pronunciation of a noise occlusive + a sonant in larger sequences.

Don't forget that the sound is syllabic and is pronounced very energetically. Listen and pronounce:

- N 62
- Is it a table cloth? - Yes, it is. - No, it is not. - No, it isn't.
  - Is he a gentle fellow? - Yes, he is. - No, he is not. - No, he isn't.
  - Is it a little knife? - Yes, it is. - No, it is not. - No, it isn't.
  - Is it a broken pen? - Yes, it is. - No, it is not. - No it isn't.
  - Is it a hidden kitten? - Yes, it is. - No, it is not. - No,

it isn't.

Is it Aesop's fable? - Yes, it is. - No, it is not. - No, it isn't.

Is he a beaten boy? - Yes, he is. - No, he is not. - No, he isn't.

Is it a single petal? - Yes, it is. - No, it is not. - No, it isn't.

### Exercises

I. Transcribe the following words:

fame, cock, sly, don, feet, talk, naught, down, cocoa, phone, gaunt, beyond, yield, second, stock, claw, toast, fellow, caught, tense, yet, pipe, meal, yelp, paw, locked, fable, Aesop.

II. Name five words ending on a syllabic sonant, and five consisting of an initial open syllable.

III. Give the letter combinations for the following:

o: ov, ə, eɪ

IV. Make up a dialogue from the words and word combinations given below. Make use of all intonation patterns you have studied:

to be late, sleepy, only seven, to go to bed, take care, classes, not yet.

V. Listen and memorise the following poems: Odd Jobs

Bob, Bob,	I'll wash the dog,
What is your job?	I'll mop the floor,
"Any odd job	I'll chop the log,
For me",	I'll paint the door,
Said Bob.	I'll polish the knob.
"I'll rock the baby	Any odd job for me",
	Said Bob.

### A Small Snail

Hee-haw! Hee-haw!  
 Neddy said to the daw  
 "Was that a raw carrot  
 I saw by your claw?  
 Caw, caw said the daw  
 No carrot you saw  
 But a snail  
 Very small  
 Crawling  
 Over the wall.

#### VI. Answer the following questions:

1. Which letter combinations correspond to /ɔ:/?
2. Which letter combinations correspond to /ou/?
3. What is an interrogative sentence?
4. How many kinds of questions are known in English?
5. What is the composition of a general question?
6. When does the verb to have require an auxiliary?
7. How are general questions pronounced?
8. Are modal and auxiliary verbs stressed in general questions?
9. How are the answers to the general questions pronounced?
10. What forms of the verb to be /weak or strong/ appear in contracted forms?
11. What steps are there in the pronunciation of occlusives?
12. In succession of two occlusives which of the two has no plosion?
13. Describe /p/ /ɔ:/ /ʒ/ /ou/ in terms of sound classification.



## Lesson seven

Rules of reading

Phonemes:  $\varepsilon\partial$ ,  $\theta$ ,  $\delta$ ,  $r$

Pronunciation of the alveolar consonants before the dental constrictives.

Definite article.

Constructions: there is, there are.

### Rules of reading

The letter combination th is pronounced as  $/\delta/$  or  $/\theta/$ .

$/\delta/$  is heard in the following pronouns and adverbs: this, that, there, these, those, they, them, thus and in the definite article the.

$/\delta/$  can be heard in the intervocalic positions as well.

$/\theta/$  is heard at the absolute end of the words and initially in some words.

The letter combinations: air, ear, are are pronounced  $/\varepsilon\partial/$ .

### Description of $/\varepsilon\partial/$



The front part of the tongue is raised to the half-open position, then it moves to  $/\partial/$ .  $/\varepsilon\partial/$  is an unlabialized vowel. Lips are spread or neutral. The opening between the jaws is wide.

### Description of $/\delta/$ , $/\theta/$

$/\delta/$ ,  $/\theta/$  are dental noise constrictives. When we pronounce  $/\delta/$ ,  $/\theta/$ , the tip of the tongue is placed between the teeth; normal pronunciation is by the tip of the tongue against

the upper teeth. /θ/ is an alveolar  
voiced constrictive, /θ/ is a voice-  
less one. Georgians have difficulty  
with the pronunciation of /θ/ and  
/θ/. They tend to substitute them  
by s, z, v or d.

#### Description of /r/

/r/ is pronounced by the tip of  
the tongue against the back part of  
the alveoli. The narrowing between  
the tip of the tongue and the back  
part of the alveoli is rather wide.  
The lips are somewhat rounded. When  
carried over to the next vowel /r/  
is known as the linking r,<sup>1</sup> e.g. for  
a walk /fɑ: ɹ wɔ: k/, for a swim /fɪ ɹ ɹ  
ɹ wɪ m/. r is a postalveolar constrictive  
sonorous sound.



Listen to the pronunciation of the following words  
with the voiced and voiceless constrictives: /θ/, /θ/.

N 63	/θ/	N 64	/θ/	
the	though	thir	broth	death
these	with	thigh	Smith	forth
they	basin	thick	clot	moth
them	see the	theme	mouth(noun)	sixth
thy	myth	thistle	fifth	depth
this	mouth (verb)	thorn	teeth	beneath

1. Ida G. Ward states that the "linking /r/" is not so widely used nowadays in the speech of educated Englishmen. See:  
I.C. Ward, The Phonetics of English, Cambridge, 1968.

those	breathe	thief	bath
N 65 /r/	N 66 /eə/	N 67/ɛə/	in larger sequences
raw	air	fresh air	
ray	pair	fair hair	
rhine	tear	wear and tear	
row	pear	take care	
red	dare	rare pairs	
rod	scarce	a big bear	
right	wear	an old chair	
raid	where		
rock	there		

The pronunciation of /r/ in larger sequences:

N 68

Rosalind said it over and over again.

Give me more ice.

I've another riddle for you.

Robert lives far away.

For all his wealth he was not very gay.

Many children are gone to the concert, Richard and Nell, for example.

N69 Contrast drills on /θ-ð/, /θ-s/ N 70

thin - this	myth - miss	than - saw
thigh - try	faith - face	thought-sought
thorn - those	Smith - kiss	youth - youths
bath - bathe	fourth- force	north-northern
teeth - seethe	thin - seen	mouth- mouse
path - paths	path - pass	

N 71 /ð-z/

these - zeal

N 72 /θ-t/

there - team

N 73 /θ-l/

this - lip

clothe - close	thought - taught	thy - lie
breathe - breeze	thin - tin	they - lay
heathen - hasel	both - boat	thine - line
clothe -close(verb)	bathe - bait	those - lone
bathe - bays		these - lean

N 74 /θ-d/

then - den	lithe - bride
thy - die	breathes - breeds
they - day	wreathes - reads
heathen - hidden	loathes - load
there - dare	neither - kinder

N 75 /θ-s/

thin - fin	thorn - fawn
wreath - reef	thought - fought
thieve - feast	

Sound modification in connected speech

Pronunciation of the sound combinations: sθ, sʃ, zθ, zʃ.

In speech sounds are not pronounced separately, they come together and influence each other. Sometimes this influence is so great that one sound is replaced by another: e.g. the sound /z/ of the word news changes into /s/ in the compound /nju:z/ newspaper under the influence of the neighbouring voiceless consonant /p/. This is the case of complete assimilation. In some other cases a sound is only partially changed but not replaced by another sound. For example, in the above consonant clusters the alveolar /z, s/ turn into dental /tʃ, /ʃ/ under the influence of the following dental fricatives /θ/, /ʃ/. And here we have a case of partial assimilation. Thus we have a succession of two dental constrictives: /sθ/, /zʃ/, zθ, sʃ/ that are pronounced against the teeth. Georgians, however, tend to make a complete assimilation, which is wrong: they pronounce the /ʃʃ/ and /θθ/ clusters instead of the correct ones.

Listen and pronounce the following sound combinations:



/sθ /, /zθ /, /zθ /, /sθ /.

N 76

Is this his ball?  
I miss this lesson.  
She is the third.  
This is the thief.  
Face this.

Smith is thirsty  
These thoughts seem fine.  
Seize the child.  
This theme is his.  
This is the sixth theme.

The alveolar consonants: t, d, n, l preceding dentals /θ /,

/ð /,

become dental: e.g. at treat· mend this.

Link /θ / or /ð / to the preceding alveolar sounds in the following phrases and sentences.

N 77

these and those  
a thousand and one things  
and this is better I hope  
all the day  
I'm at this table  
there isn't a whole thing in the house  
mend these, please  
she is in the room  
we're at the table  
send the paper, please  
tell them to sit there

The pronunciation of the definite article

Pronounce the following words. Observe that the definite article being unstressed is represented by its reduced forms /ðə / and /ð /. /ð / and /ðə / are pronounced before consonants, /ðɪ / before vowels.

Pay attention to the given rhythmic patterns. Be careful

not to devolve the final sonants.

N 78 Stress pattern: - /	N 79 Stress pattern: - / -
the eggs      the dean	the cycle      the eagle
the end      the cake	the table      the easel
the owl      the soap	the beetle      the orphan
the oar      the bell	the heathen      the oral
the imp      the dish	the petal      the thimble
the ice      the box	

Pronounce the following sentences with the reduced forms of the and is. Use proper intonation.

N 80

the bottle's broken	the mitten's tiny
the author's gone	the end's nice
the orphan's taken	the oar's mine
the cycle's hidden	the clock's fine
the table's little	the elm's high
the petal's gentle	the egg's big

Pronounce interrogative sentences using the rising tone (be careful, the form is is stressed now). Use the correct forms of the definite article.

N 81

Is the bottle broken?	Is the mitten tiny?
Is the author dead?	Is the end nice?
Is the orphan taken?	Is the oar mine?
Is the cycle hidden?	Is the clock fine?
Is the table little?	Is the elm high?
Is the petal soft?	Is the egg big?

The construction there is, there are and the adverb of

place there.

It should be noted that there is some difference in meaning and pronunciation between the adverb of place there and the word there in the construction there is, and there are.

The adverb of place has a demonstrative force and means in that place; it therefore bears some stress in a sentence and has no weak form even when it is not stressed: e.g. 'who is there /ðɛə /.

There in the construction there is is a form word that has lost its lexical meaning. It introduces the subject and bears no stress.

After the construction there is the weak forms of the indefinite article and the indefinite pronoun are used: a - /ə/, /ə/ before a countable noun, some - /səm/, /səm/ before an uncountable noun or before a plural form of a countable one.

There is a pen on the table.

There is some bread on the table.

There are some boys in the street.

In the interrogative form the verb to be is stressed and placed at the beginning of a sentence. The indefinite pronoun any is used instead of some.

Is there a pen on the table?

/ɪz ðɛr ə pen ɒn ðə ˈteɪbəl/

Is there any cheese on the table?

/ɪz ðɛr eni ˈtʃi:z ɒn ðə ˈteɪbəl/

The formal word there has three forms "ðə" before consonants, "ðɜr" - before vowels and "ðeə" at the absolute end of a sentence. e.g. There is plenty of food there /ðɜr ɪz ˈplenti əv ˈfu:d ðeə/.

Is there plenty of food there? /ɪz ðə ˈplenti əv ˈfu:d ðeə/.  
But: the food is there /ðə ˈfu:d ɪz ðeə / (adv. of place)



ՀԱՅԱՍՏԱՆԻ  
ԿՐԹԱԳՐԱԴԱՐԱՆ

Pronounce the following sentences. Note the difference between the sentences: there is a pen on the table, the pen is on the table.

The sentence the pen is on the table is the answer to the question: where is the pen? The noun pen, being known to the speaker and the listener is preceded by the definite article: the pen.

N 82

1. There is a good film on at the cinema.  
Is there a good film on at the cinema?  
The film is on at the cinema.
2. There is a pen on the shelf.  
Is there a pen on the shelf?  
The pen is on the shelf.
3. There is a train in the station.  
Is there a train in the station?  
The train is in the station.
4. There is a mistake in your letter.  
Is there a mistake in your letter?  
The mistake is in your letter.
5. There is a picture on the wall.  
Is there a picture on the wall?  
The picture is on the wall.
6. There is a tree there.  
Is there a tree there?  
The tree is there.
7. There is a road in the village.  
Is there a road in the village?  
The road is in the village.
8. There is a fisherman there.  
Is there a fisherman there?





The fisherman is there.

9. There is a child there.

Is there a child there?

The child is there.

Listen the following dialogues. Use correct intonation and stress patterns:

N 83 Listen and pronounce:

- Is this your child, Mary?

- Oh, no! She's Nick's sister.

- This is Sheila then, and a very fine child she is indeed.

- Nick's of the same opinion.

N 84

- Isn't it time to go home?

- Oh, no, don't go yet.

- It's nine o'clock and the child seems sleepy.

- Is it so late? I don't think so.

- Of course it is.

- Let's go then.

### Exercises

I. Transcribe the following words:

moth, death, fame, breathe, thorn, depth, shot, dawn, call, ray, beneath, rock, hazel, breath, path, thief, fin, fought, taught, bath.

II. Name ten words ending on the dental constrictives

/θ/ and /ð/, give examples in which they are contrasted.

III. Account for the pronunciation of the following words:

tear, thorn, thought, fable, high, first, for example, talk, author, cycle, heathen.

IV. Make the following sentences interrogative, using

correct intonation.

1. The orphan is taken.
2. The teacher is there.
3. The man is tired and thirsty.
4. Nell is sitting on the grass.
5. This is very simple.
6. Bob is at school.
7. This is the second glass.
8. Nell is eager to go.
9. The stick's short.
10. Smith is tall and healthy.
11. There is plenty of cheese on the table.

V. Transcribe the following sentences, use the correct forms of there in them. Indicate stress and intonation.

1. There is a pair of mittens on the chair.
2. Is there plenty of time?
3. Is there much money in this business?
4. There is no milk there.
5. Where there is a will, there is a way.
6. Is there any bread there?
7. There is a good film on tonight.
8. There is a lot of work to do this evening.
9. Is there a train coming now?
10. What is there below the two open windows?
11. There is an old cinema near my house.
12. A pale child is there.

VI. Listen and memorise the following poem:

A Moth's Dinner

Said a little

Silver moth,

"I think I'll try

This coat of cloth

Some moths prefer

A cloth that's thinner,

But I like thick ones

For my dinner!"

VII. Answer the following questions:

1. When is the digraph "th" pronounced as /ð/ and when is it pronounced as /θ/?



2. Which letter combinations correspond to /ɛə/?
3. Which forms of the pronunciation of the definite article do you know?
4. Has the adverb of place "there" any weak forms? Is this adverb stressed in a sentence?
5. What forms of the indefinite article and the indefinite pronoun are used after there is?
6. Describe /ð/, /θ/. according to the principles of consonant classification.

## Lesson eight

Rules of reading.

Vowel phonemes: a, ʌ, əʊ

The demonstrative pronouns this and these.

Sound modification (Oclusives before the post alveolar /r/).

Degrees of comparison: as ... as, not so ... as.

Review: Use of the rising and falling tones.

Stress patterns: ˈ - ; - ˈ.

Use and pronunciation of the modal verbs: must, ought to, need.

Rules of reading

a + r is pronounced /ɑː/.

The letter combinations: ast, ask are pronounced /ɑːst/, /ɑːsk/.

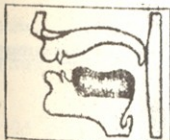
u in closed syllables is pronounced /ʌ/.

The letter combinations: ow, ou are pronounced /əʊ/.

wr is pronounced /r/.

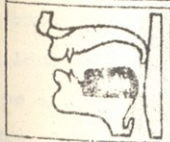
Description of /ɑː/

The back part of the tongue is raised slightly. The tip of the tongue is low in the mouth. The lips are neutral. The space between the jaws is wide. /ɑː/ is a low back vowel.



Description of /ʌ/

The back part of the tongue is raised and is a little advanced, so that it has a mid position between half-open and open. The lips are spread. The jaws are wide apart. /ʌ/ is a mid back-advanced vowel.



Description of /a:/

For the beginning of the diphthong, the tongue is in the front part of the mouth and starts at the fully open position, then moves to the position which is close to /ʊ/.

N 85 /ɑ: /

car last  
ert cart  
far barn  
card march  
part carter  
ask shark  
park calm  
large sharp

N 86 /ʌ /

cut bun  
gun cup  
sum suck  
pup shut  
dusk mump  
mud munch  
bus jump  
us bunch

N 87 Contrast drill on /ʌ - ɑ: /

cut - cart bun - barn  
cup - cask much - march  
cud - card cutter - carter  
duck - dark mustard - master  
sum - psalm dunce - dance

Study the phonemes /ɑ: - ʌ / in sentences. Pronounce them with the falling tone

N 88

Jump up. It's the last day.  
The sun rises. It's a sharp knife.  
Run to the bus. It's a large class.  
Come to supper with us. It's rather hard to climb this tree.  
It's a pretty dance.  
It's a dark night. Nell munches an apple.



N 89 Contrast drill on /ɑː - ɒ/

cart - cot

heart - hot

part - pot

last - lost

card - cod

shark - shock

barks - box

sharp - shop

calf - cough

laugh - loss

N 90 Practise /ɑː - ɒ/ in larger sequences

The top part of the pot is hot.

At last she lost all she had got.

Lock the lark in the box.

The dog barks at the cock.

The knife is too sharp.

They stopped to talk in the yard.

She never plays her cards well.

N 91 /ɔː /

now - about

loud - proud

shout - blouse

bow - crowd

mouse - scout

doubt - mount

brown - count

N 92 Contrast drill on /aɪ - aʊ /

bind - bound

hind - hound

mind - mound

find - found

rind - round

dine - down

N 93 /aɪ - aʊ / in larger sequences

a brown cow

a loud shout

the sound of a town

Mrs. Brown keeps the mouse in the house.

Count the vowel sounds in this noun.

There is no doubt about it.

Pronunciation of the demonstrative this (these)  
in the declarative and interrogative sentences

Demonstrative pronoun in the declarative sentences are stressed in statements and unstressed in questions.

Pronounce the following sentences. Use correct tones falling in statements and rising in questions. Pay attention to the consonant clusters at the juncture of words: e.g. is this, this theme. Be careful not to make a false assimilation: remember that the form /Ið θɪs / is wrong.

N 94

N 95

Key pattern: this theme is big  
*'θɪs θi:m ɪz bɪg*

Key pattern: Is this theme  
*/'ɪz θɪs 'θi:m bɪg? /*

- This thief is old.
- This thimble is his.
- This thorn is sharp.
- This egg is small.
- This imp is ill.
- This child is bright.
- This star is small.
- This car is mine.

- Is this thief old?
- Is this thimble his?
- Is this thorn sharp?
- Is this egg small?
- Is this imp ill?
- Is this child bright?
- Is this star small?
- Is this car mine?

Practise the following contrasting sentences: listen attentively, use the correct patterns of intonation (the falling tone in statements and the rising tone in questions), pay attention to the reduced forms of the indefinite article.

N 96 Key pattern:

N 97 Key pattern:

This is a little table.  
*'θɪs ɪz ə lɪtl̩ t'eɪbl̩ /*

Is this a little table?  
*/'ɪz θɪs ə 'lɪtl̩ t'eɪbl̩?*

This is a gay child.

Is this a gay child?

This is a thick stick.	Is this a thick stick?
This is a soft cloth.	Is this a soft cloth?
This is a stiff dean.	Is this a stiff dean?
This is a fine day.	Is this a fine day?
This is a tiny mitten.	Is this a tiny mitten?
This is an easy lesson.	Is this an easy lesson?
This is an empty bottle.	Is this an empty bottle?



### Sound modification

#### Pronunciation of the English occlusives before the post alveolar /r/

The constrictive sonorous r, l are partially devoiced before the voiceless occlusives p, t, k. It means that the aspiration of these occlusives is carried over onto the beginning of these sonorous sounds.

In the sound combinations tr, pr, cr, dr, br, gr the alveolar occlusives t, d are pronounced farther back than, normally, in other cases; in these complexes they are post-alveolar.

N 98 Listen and pronounce:

<u>br</u>	<u>pr</u>	<u>dr</u>	<u>tr</u>	<u>gr</u>	<u>cr</u>
bright	pry	dry	try	grind	cry
bray	pray	drain	train	grey	crane
brim	prim	drill	trick	grim	cricket
brown	prowl	drown	trout	growl	crown
breast	press	dress	tress	Gregory	cress
breathe	preach	dream	trees	great	cream

N 99 Practise the above sound combinations in larger sequences. Stress patterns: / - , - /

try it	I pray
train him	I crawl





praise him

draw it

dry it

He trims

She dreams

He draws

I dry

N 100 Key patterns: a dreamy child /ə 'dri:mɪ ɪtʃaɪld/ / .  
 a crazy thought  
 a tricky theme  
 a trimmed hedge  
 a dried blouse  
 a drowned ship

Occlusives before /r/ in larger sequences: pronounce the following statements and questions, use the contrasting tones.

N 101 key pattern:

It is a dreamy child.

/ɪt ɪz ə 'dri:mɪ ɪtʃaɪld/

It is a crazy thought.

It is a tricky theme.

It is a drowned ship.

It is a dried blouse.

It is a trimmed hedge.

It is a dry well.

It is a fast train.

It is a prayer book.

It is a grim thing.

It is a prize fight.

N 102 Key pattern:

Is it a dreamy child?

/ɪz ɪt ə 'dri:mɪ ɪtʃaɪld

Is it a crazy thought?

Is it a tricky theme?

Is it a drowned ship?

Is it a dried blouse?

Is it a trimmed hedge?

Is it a dry well?

Is it a fast train?

Is it a prayer book?

Is it a grim thing?

Is it a prize fight?

Strong forms of are

The verb are is stressed in interrogative sentences, in



short answers to questions and in contracted negatives.

e.g. Are these your flowers? /a: ʒi:z p / ʒlavəz /

Yes, they are. /j es/ ʒeɪəz/

No, they aren't. /nɒv/ ʒeɪəz /a:nt/

Pronounce the following sentences, be careful to use weak and strong forms of are where necessary. Do not stress the demonstratives in interrogative sentences.

N 103

These dreams are lovely.	Are these dreams lovely?
These dogs are big enough.	Are these dogs big enough?
Those cows are rather old.	Are those cows rather old?
These chairs are made of oak.	Are these chairs made of oak?
These horses are very strong.	Are these horses very strong?
Those houses are very nice.	Are those houses very nice?
These babies are asleep.	Are these babies asleep?
Those clocks are fast.	Are those clocks fast?
These thoughts are great.	Are these thoughts great?

### Degrees of comparison

There exist three degrees of comparison: the positive degree, the comparative degree and the superlative degree.

To form the comparative and superlative degrees in one syllable words we add the suffixes -er, -est to the positive form.

The suffix -er is pronounced as an open variety of the phoneme /ə/. The /ə/ in the suffix -est is narrower.

Compare the two different variants of /ə/ in the following:

He's taller. He's the tallest. /hɪz 'tɔlə / /hɪzðə'tɔləst /

He's much better now. He's here again. /hɪz mʌtʃ ðəbetə nəv /

/hɪz hɪə ədʒeɪn /

The /ə/ in taller and better resembles the unstressed Georgian ə in the words: ცუდად



In the comparative degree we use the adverb than which is usually pronounced as /θən/. He's older than Tom.

The adjective in the positive degree can express comparison with the combination as ... as which is unstressed in a sentence. as ... as is used in the reduced form /əz ... əz/.

My book is as thick as his. /maɪ 'bʊk ɪz əz θɪk əz hɪz/

In a corresponding negative sentence comparison may be expressed by not so ... as.<sup>1</sup> The negative particle not has a weak stress but retains its full form.

My book is not so thick as his. /maɪ 'bʊk ɪz nɒt sɔː θɪk əz hɪz/

Listen and pronounce the following sentences. Use correct stress patterns:

N 104 She is as young as my sister.

He is as clever as you are.

She is as short as he is.

She is as busy as a bee.

N 105 This cellar is not so small as yours.

This story is not so fine as the one you wrote.

Bob is not so nice as your brother.

The river is not so deep as I thought.

N 106 This house is bigger than his.

My cellar is lighter than his.

She is younger than me.

Our beds are nicer than yours.

Nick is smaller than Jim.

Better to do well than to say well.

1. In negative sentences as ... as can also be found.

Better an egg today than a hen tomorrow.

N 107 This child is the biggest in his class.

This street is the smallest in the town.

This child is the prettiest among them.

This stick is the longest in the yard.

This table is the oldest in the house.

This river is the deepest in the country.

Our house is the prettiest in the street

She is the ugliest lady in the town.

Use and pronunciation of the modal verbs must, ought to, need.

Must, ought to, need are modal verbs. A modal verb is used with an infinitive and forms with it the modal verbal predicate.

e.g. I must go. I can do it. You ought to speak to him.

Stress in the modal verbal predicate usually falls on a notional verb. A modal verb is stressed only in interrogative forms and contracted negatives.

e.g. You mustn't go - Must you go?

You can't do it - Can you do it?

You oughtn't to speak to him - Ought you to speak to him?

Must expresses necessity or obligation, ought expresses moral obligation.

If absence of obligation or necessity is indicated the form needn't is used.

You needn't go there.

In the interrogative need indicates an element of negation or doubt.

Need she come tomorrow? (hoping for a negative answer).

In the above sentences need bears stress.

Need as a modal verb is usually used in negative and inter-rogative sentences.<sup>1</sup>

Listen and pronounce the following sentences. Make them interrogative

N 108 She must wash up all the glasses.

We have to change our shoes.

He ought to be more attentive.

They must learn the whole poem.

I have to show my passport.

You ought to be more careful.

He must do the whole exercise again.

She has to make some new ones.

I have to read it aloud.

He must show it to him now.

She has to put all the eggs in one basket.

I ought to speak with him at once.

Give short answers to the following questions. Remember that the positive response to need is usually must and the negative response to must is usually needn't:

e.g. Need I get up so soon? Yes, I'm afraid you must.

Must I go by train? Oh, no, you needn't.

- 
1. When need has the meaning of: to be in want of something, it is regarded as a notional verb and then its negative and interrogative forms are used with the auxiliary to do  
e.g. That needs a lot of thinking. Does it need a lot of thinking? It does not need a lot of thinking.



N 109

- Must you always make so much noise? No, I needn't.  
 Need you leave your papers in the office? Yes, I must.  
 Must I take an umbrella? No, you needn't.  
 Need you bring your girl-friend with you? Yes, I must.  
 Must I always wear that old coat? No, you needn't.  
 Need we change for dinner? Yes, you must.  
 Must I be there in time? No, you needn't.

Listen and pronounce the following modal verbs in sentences

N 110 I must get my hair cut.

He has to stay here all day.

You must answer in English.

I can manage Monday.

They cock them first.

You ought to answer better now.

You must lock the box up again.

He ought to pay you at once.

You need a lot of money today.

They have to brush their own shoes every day.

You must ring him up before tomorrow.

Our teacher must write it on the blackboard.

### Exercises

#### 1. Transcribe the following words:

bound, thy, hidden, crawl, trick, crazy, thimble,  
 march, fast, sharp, mast, some, bun, last, fellow, lust.

#### II. Account for the pronunciation of the following words:

quite, bound, write, tall, fellow, sauce, crawl, task,  
 husk, writhe, wrist, wrinkle, flask, mast, flaw.

III. Give the letter combination for the following:

а', аv, 0, x, εз, ʌ

IV. Read and translate the following sentences, use correct intonation and stress patterns:

Is Nen tall? Nen is the tallest among them. Sid and Tom are small. They are smaller than Jack and Bob. Robert is the tallest among them. Is Tom thin? Tom isn't thin, he is fat. This tree is high. Is this tree high? Yes, it is. There are less mistakes in my dictation than in yours. The Soviet Union is the biggest socialist country in the world. Russian is easier than Georgian.

V. Answer the following questions, use pronouns in the short answers.

1. Is it a golden box?
2. Are his letters sent?
3. Is Bob as tall as his sister?
4. Is Nell ill?
5. Is Em the smallest in the family?
6. Is it a round table?
7. Is Nico a Georgian boy?
8. Are Pete and Sheila your children?
9. Is my teacher as young as yours?
10. Is Arthur as proud as his father?
11. Is Peter a nice baby?
12. Is George as ugly as his friend?
13. Is Jim a dean?
14. Is it a bunch of grapes?
15. Are these papers signed?
16. Is it tender meat?
17. Is he the biggest in the class?
18. Is she adult?
19. Is it a bright day?
20. Is it a big poodle?
21. Are Dick and Arthur in London?
22. Are your parents in town?

VI. Read the words given below and make up sentences after the patterns. Use the tones indicated in the key example.

Is the fable short? /12 x<sub>2</sub> feɪl ʃɔ:t /.

The fable isn't short, it's long /12 x<sub>2</sub> feɪl ɪznt ʃɔ:t /  
its ↓ lɒŋ /.

egg, table, house, cycle, bottle, child, mitten, lesson

bus, thief, thoughts, cellar, stick, sister, dance, bun.

VII. Read the following dialogue, mark stress and intonation.

- Is it late? I'm very sleepy.
- Not yet, it's only eleven. Need you learn the whole poem tonight?
- Yes, I must.
- Go to bed, please. You ought to see your aunt in the morning.
- At nine?
- No, at eight o'clock at the latest.

VIII. Answer the following questions:

1. Which letter combinations correspond to /əv/?
2. Which letter combinations correspond to /ɑ:st / /ɑ:sk/?
3. How are the demonstrative pronouns "this, these" pronounced in the declarative and interrogative sentences?
4. How are the constrictive sonorous sounds r, l pronounced before /after/ the voiceless occlusives p, t, k?
5. What is the stress pattern of:
  - draw it
  - she dreams
  - a drowned ship.
6. Pronounce the strong and weak forms of "are"; indicate the cases where they appear.
7. In which clusters are t, d occlusives post-alveolar?
8. When are modal verbs stressed in a sentence?
9. Describe /ɑ /, /ʌ / in terms of vowel-classification.



## Lesson nine

 საქართველოს  
 განათლების  
 მინისტროს

Modification of sounds in connected speech.

Strong form of is.

Pronunciation of more, most.

Reduced forms of some prepositions (for, from)

Reduced forms of the conjunction as and the personal pronoun us.

Dental and post-alveolar variants of t, d, n, l in larger sequences.

Modification of sounds in connected speech

Sounds undergo some modification in connected speech.

Georgians should be aware only of some of them: modified varieties of /t/, /d/, /l/ are used before  $\theta, \delta$ . Before  $\theta, \delta$  the alveolar /t, d, l/ turn into dental consonants.

Listen carefully and try to reproduce the different varieties of /t, d, l/ in words and at their junctions before  $\theta, \delta$

- |       |                            |                                     |
|-------|----------------------------|-------------------------------------|
| N 110 | He is at <u>the</u> door.  | Lead <u>this</u> blind child.       |
|       | She is at <u>the</u> wall. | Roll <u>this</u> paper into a ball. |
|       | Nick is at <u>the</u> lab. | He stole <u>the</u> stick.          |
|       | Read <u>this</u> text.     | Spell <u>this</u> noun.             |
|       | Bill and <u>the</u> child. |                                     |

The alveolar sonorous sound /n/ before  $\theta, \delta$  also changes into a dental consonant.

- N 111 The stick is on the floor.  
 The pencil is on the table.  
 The letter is on the table.  
 The book is on the desk.

Open the door.

In lesson four we had special drills to practise the final voiced consonants. As we know Georgians are apt to pronounce fully devoiced variants of b, d, g in final positions which is undesirable from the point of view of correct English pronunciation. Georgians devoice English voiced consonants in the middle of words as well which should be avoided.

Pronounce the following being careful not to devoice English b, d, g in the middle of words before the voiceless consonants

N 112

subtropical /sʌb'trɒpɪkəl/	abstract /'æbstrækt/ and
subscribe /sʌb'skrɪb/	not /æpstrækt/
substitute /sʌbstɪ'tju:t/	bedside /'bedsaɪd/ and
substantial /sʌb'stænʃəl/	not /'bet'saɪd/
subconscious /sʌb'kɒnʃəs/	

Strong form of is

The full (strong) form of is should be represented as /Iz/. This strong form occurs in interrogative sentences with initial is, in short answers to them, and in contracted negatives. After voiceless consonants, however, (see lesson four) at the junction of words, it is reduced and changed into /s/.

Listen and pronounce weak and strong forms of is

N 113

1. The kite is /Iz/ up in the sky.  
The kite's /s/ up in the sky.
2. Kate is /Iz/ small.

Kate's /S / small.

3. Mike is /I ʔ / gone.

Mike's /S / gone.

4. The pipe is /I ʔ / smoked.

The pipe's /S / smoked.

N 114

Is your teacher strict? Yes, she is. No, she isn't.

Is she glad to see you? Yes, she is. No, she isn't.

Is the picture stolen? Yes, it is. No, it isn't.

Is this lady your niece? Yes, she is. No, she isn't.

Is your mother fond of dogs? Yes, she is. No, she isn't.

Is it the vase you broke yesterday? Yes, it is. No, it isn't.

Is it so strange she doesn't know him? Yes, it is. No, it  
isn't.

Is it possible he never saw his son? Yes, it is. No, it isn't.

Vowels in connected speech

Vowels in connected speech have uninterrupted pronunciation. There is no pause between two vowels at the junction of words.

Georgians often find it difficult to pronounce correctly a back vowel or the vowel /æ / which immediately follows the front one. They usually insert a glottal stop between them: the honest man / ðɪ 'ɒnɪst 'mæn /.

The glottal stop is heard in English only in an emphatic utterance and should be avoided in normal, unemphatic pronunciation.

Pronounce the following paying attention to the fluent pronunciation of the combination: a front vowel + a back vowel.



N 115

The actual fact.Under the auspices.The ordinary child.The arm of an armchairWe reentered the room.The upper teeth-ridge.She opens the door.They are at home.I oughtn't to have done it.They all speak loudly.Under the apple tree.The orator has come.

In connected speech final consonants, when followed by words beginning with vowels, are pronounced less energetically than in other positions. Hence the syllabic boundary passes between them and the following vowels.

We should pronounce: ... and all his friends /and 'ɔ:l  
 hɪz ↓ frɛndz / and not /ən 'dɔ:l hɪz ↓ frɛndz /

Pronounce the following word combinations, making a gradual transition from one word to another

N 116

Questions and answers.

A spot on the wall.She reappeared all in gray.Write it down and intone it.Got enough money for it?Is this all you want?Give me an ice.

Nick ought to get it.

Pronunciation of more and most

These adverbs placed before some polysyllabic adjectives to make their comparative and superlative degrees bear no stress. e.g. This is the most attractive woman I've ever seen.

Care should be taken not to mix these for: -words with determinatives most and more denoting the majority or larger quantity. In this case they keep stress. e.g. Most people like swimming. /mɒst ˈpi:pl 'leɪk ɪ swɪmɪŋ/

Listen and pronounce, being careful to stress more and most where necessary

N 117

She is the most beautiful child in our class.

This is the most difficult way you've chosen.

It is more expensive than you think.

She is more dangerous than I expected.

Most of them speak English fluently.

Most people think he's gifted.

He is ill most of the term.

More haste less speed.

#### Reduced forms of prepositions

The prepositions from, for as all monosyllabic prepositions are usually unstressed. But in connected speech they may appear in their reduced and full forms. Reduced forms occur before nouns, full forms before final pronouns or in final positions, where they are weakly stressed.

N 118

He's from Gori. /hɪz frəm ˈɡɔ:ri /

She takes the book from him. /ʃi ˈteɪks ðə ˌbʊk frəm hɪm /

It's meant for father. /ɪts meɪnt fɔː ˌfɑːðə /

It's meant for him. /ɪts ˌmeɪnt fɔː hɪm /

N 119

Take it from Kate.

Get it for Jim.

She keeps it for him.

What are you there for?

Where did you get it from?

If the preposition for is followed by a word beginning with a vowel then it is sometimes linked to the next word.

e.g. for four hours /fɔː 'fɔːr 'aʊəz /, for hours /fɔː 'aʊəz /.

Pronounce the preposition for in the following word combination (linking r is not obligatory)

N 120 He goes for a swim.

For example.

She did it for us.

Give me another idea.

The ball is far away.

Father and mother.

Preposition on and in have no reduced forms.

The conjunction but is usually reduced to /bət/. But sometimes we hear its full form at the beginning of a sentence.

Compare: But she is a clever child /bʌt ʃi ɪz ə 'klevə ɪtʃaɪld/.

I know the house but I failed to find it.

/aɪ 'nəʊ ðə 'haʊs bʌt ɪ 'feɪld tə ʃaɪnd ɪt/.

In lesson eight you practised the pronunciation of the relative adverb as ... as. In normal conversation as ... as is reduced to /ɪz ... ɪz /: He's as fine as Mary /hɪz ɪz 'faɪn ɪz ɪ 'meɪri/

You should not mix this form with the conjunction as meaning because, since which may appear in a sentence in its full and reduced forms /ɪz , ɪz /. It is pronounced /ɪz / at the beginning of a sense-group and /ɪz / in other positions.

Compare: As he has cold, he can't go for a walk.

/əz hi həz 'kəʊld | hi 'kɑ:nt 'gəʊ fɔ: ə 'wɔ:k /

He was treated as a friend not as a stranger.

/hi wəz 'tri:təd əz ə 'frend 'nɒt əz ə 'strɛɪndʒə /

The personal-pronoun us /the objective case of we/ in connected speech is normally pronounced /ʌs /, Georgians mix up the pronunciation of this pronoun with that of the conjunction as /əz /.

Pronounce the following sentences carefully paying attention to the contrast of as /əz / and us /ʌs /.

- N 121 Don't tell us that she is as nice as Em.  
 Visit us as we are not well.  
 As she phoned us we came here.  
 He buys us some bread as he is asked to do.  
 He helps us as a rule  
 Handsome is as handsome does.  
 As it is cold we shall stay at home.

Practise the pronunciation of dental and post-alveolar t, d, n, l in larger sequences.

- N 122 He wrote a paper about the Greek theatre.  
 He found my steel thimble in the drawer.  
 There is a big crowd in the street.  
 The ninth item in this text is easy.  
 He is a third-rate tourist in this club.  
 He is lost in the desert and dies there.

### Exercises

- Transcribe the following words:

stream, subtropical, floor, bedside, gone, found, abst-

ract, subconscious, orator, reentered, us, hungry, Kate's,  
slim, example, ridge, oughtn't, actual, upper, auspices,  
bread, keep, as, pretty, attractive.

II. Account for the pronunciation of the fo lowing words  
and word combinations:

on the, subscribe, at the, street, they are, for a  
swim, as tall as, smell this.

III. Complete the following. Pay attention to the correct  
pronunciation of the dental and post-alveolar variants of  
the t, d, l, n.

- ... dress ... pressed.
- ..... all right.
- ..... is thick.
- ..... caught the ...
- tell them .....
- ..... do it?
- ..... all right?
- ..... the door.
- ..... put on the table.
- ..... and one thing.
- get these ..... ready.
- .... three thieves all by himself.

IV. Make up sentences using the prepositions of, to, from  
in their weak and strong forms:

V. Form as many sentences as you can using the words  
given below:

A student addresses another saying: please, make up a  
sentence using the word imp.

answer: the imp is gone

question: petal

answer: the petal is red



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Continue the exercise: 1. - the mitten, 2 - the thought,  
3 - the theme, 4 - the lark, 5 - the thorn, 6 - the bus,  
7 - the scout, 8 - the desk, 9 - the stars, 10 - the answer,  
11 - the pipe, 12 - the crowd, 13 - the shop, 14 - the dawn,  
15 - the calf.

VI. Read the following dialogue, mark stresses and intonation:

- I don't see how you tell those Smith twins apart?
- That's easy. Mabel always blushes when we meet.

VII. Listen and memorise the following poems:

The Poor Giraffe

"It's a hard task  
To stand and bask  
In the long grass  
While people pass,  
They laugh and laugh,"

Said the tall giraffe.  
"If I could bark,  
I'd rid the park  
Of all who laugh  
At the poor giraffe!"

End of Wish

" I wish,  
I wish"  
Said a shy  
Little fish  
But a shark  
With a splash  
Made a rush  
And a dash,

"I could shut  
Myself up  
In a shelf  
Or a cup!"  
His tail  
Gave a swish  
And he swallowed  
The fish!

VIII. Answer the following questions:

1. What changes do the sounds undergo under the influence of one another?
2. What is the complete assimilation?
3. What is the partial assimilation?

4. How does the sonorous sound /r/ change before the dentals?
5. How is the short form of "is" pronounced after voiceless consonants?
6. How are vowels pronounced in connected speech?
7. How are the prepositions "for", "from" pronounced in connected speech?
8. In what forms do the prepositions occur before nouns, finally and before the final pronoun?
9. How is the personal pronoun "us" pronounced in connected speech?
10. Explain the pronunciation of the relative adverb "as ... as".

Rules of reading.

Vowel phonemes: u:, ʊ, ʊə

Pronunciation of some morphemes.

Pronunciation of vowels before voiced and voiceless consonants.

Pronunciation of prepositions of, to.

The weak and strong forms of the infinitive particle to.

Stress in compounds.

### Rules of reading

u in open syllables after r, l, j is pronounced /u:/

The letter combination oo is pronounced /u:/ or /ʊ/

The letter combination ow is pronounced /u:/

The plural ending s after the voiced consonants is pronounced /z/, after voiceless consonants /s/, after sibilants /ɪz/.

The morpheme ed after voiceless consonants is pronounced /t/, after voiced consonants /d/, after the stems which end in t, d /ɪd/.

Letter combinations ure, our are pronounced /ʊə/.

### Description of /u:/

The back part of the tongue is raised to the high position. The lips are rounded and protruded. The space between the jaws is little. /u:/ is a back rounded vowel.



Description of /U:/

The back part of the tongue is raised to the half-close position, but is advanced a little as compared with /u:/. The lips are rounded and slightly protruded. The opening between the jaws is medium. /U/- is a back-advanced rounded vowel.

Description of /Uə/

The tongue starts in the position of short /U/ and moves to the position of sound /ə/. The lips are slightly rounded. It is a back rounded diphthong.

N 123 /u:/	N 124 exceptions /U/	N 125 Contrast /u:-v/ drills on
rule moon	wood hook	shoot - shook
blue loose	look shook	woo - would
ruler goose	wool brook	boots - books
Lucas fool	could crook	tool - puss
Luice cool	cook rook	fool - full
Juliet mood	nook foot	food - foot
July room	took look	poodle - push
June pool		pool - pull
		suit - soot
		stoop - stood
		stool - wool
		tool - took

N 126 Contrast drills on /O:/ -U- u:/

pull	- pull	- pool
sort	- soot	- suit
fall	- full	- fool

short - shook - shoot  
ward - wood - wooded  
stall - stood - stool  
talk - took - tool

Study the phonemes /u: -ʊ/ in larger sequences,  
use correct stress and intonation patterns

N 127 It is a small stool.  
He is a big fool.  
She likes to cook.  
He is Robin Hood.  
It is a cook book.  
It is a wooden wolf.  
She took the book.

N 128 /u:/	N 129 /ʊ/ in larger sequences:
poor	It's a lure. Is it a lure?
lure	He's a cruel boor. Is he a cruel boor?
sure	He's a poor curate. Is he a poor curate?
moor	It's a tour all over the country. Is it a
tour	tour all over the country?
gourd	He's almost cured. Is he almost cured?
boor	She's never sure. Is she ever sure?
	It's a big gourd. Is it a big gourd?

The pronunciation of ed after voiced, voiceless consonants and after t, d.

Read the following words, taking care not to device the final /d/ after voiced consonants and vowels.

Note: In stressed syllables with a short vowel the final consonants are doubled before adding the suffix ed. e.g. beged, omitted.

N 130 /t/

smoked	watched	jumped
helped	typed	passed
liked	laughed	missed
booked	walked	pushed
worked	stopped	milked



N 131 /d/

nailed  
shined  
dried  
shaved  
smiled  
seemed  
rained  
begged  
caused  
climbed  
mingled

N 132 /id/

sounded  
wanted  
added  
pointed  
omitted  
ported  
needed  
ended  
mended  
fitted  
acted

### Possessive case

The possessive case is used to denote possession. It is formed by adding s to singular nouns and to plural forms which do not end in s. e.g. the boy's cup, the men's work, and by adding the apostrophe only, to plurals ending in s. e.g. the boys' school, the ladies' dresses.

The possessive case inflection, the verb ending in the third person singular of the Present Indefinite Tense and the plural ending of nouns are homonymous morphemes. Consequently they undergo the same changes after voiced, voiceless and sibilant sounds. They are pronounced as /s/ after voiceless consonants, /z/ after vowels and voiced consonants and /ɪz/

after sibilants.

Pronunciation of the possessive case inflection.

Pronounce the following being careful not to devoice /s/ after the vowels and voiced consonants.

N 133 /z/	N 134 /s/	N 135 /ɪz/
begger's	elephant's	fox's
fisher's	mate's	sphinx's
seller's	Nick's	Engels's
millar's	peacock's	Dickens's

N 136	the boy's book	my daughter's car
	my brother's letter	our cock's brother
	the children's father	the mate's room
	the director's decision	the cat's meal
	his sister's husband	the light's ray

The pronunciation of the verb ending s

N 137 /z/	N 138 /s/	N 139 /ɪz/
begs	talks	places
shaves	helps	braces
smiles	likes	stresses
climbs	walks	teaches
shines	smokes	kisses
mends	licks	mixes
gives	speaks	embraces
feels	types	

The pronunciation of the plural ending s of nouns

N 140 /s/	N 141 /z/	N 142 /ɪz/
gates	nails	dresses

cakes	maids	fishes
lifts	slaves	kisses
kites	games	places
pips	seas	vases
belts	wheels	matches
chicks	knives	

The pronunciation of vowels before voiced and voiceless consonants

Remember that vowels are longer in open syllables and after voiced consonants, while before voiceless consonants they are somewhat shortened. Consequently, the words kind - kite differ not so much in voiced and voiceless pronunciation of the final consonants as in a shorter and longer variation of the /aɪ/ diphthong.

Note: Fully voiced b, d, g occur only between vowels or two other voiced consonants. In initial and final positions they are partially devoiced.

N 143

bite - by	date - dale
nets - Nell	light - lie
dish - did	bet - begs
likes - smiles	knight - knives
cock - dog	speaks - steals
height - high	deep - dear
best - belt	mates - meids
sight - sigh	

Pronunciation of prepositions in final and non-final positions

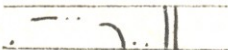
The preposition of when occurring finally or before final



pronouns has a full form, before nouns - the reduced form /əv/.  
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Attribute relative clauses, the boy of whom I spoke in normal spoken English becomes the boy I was speaking of.

The preposition of in the final position, though unstressed has the full form /əv/. Stress falls on the notional verb speaking, thus the sentence the boy I was speaking of has the following intonation pattern:

/ ðə bɔɪ aɪ wəz ↓spɪkiŋ əv / 

Listen and pronounce the sentences with the reduced forms of of

- |       |                               |                         |
|-------|-------------------------------|-------------------------|
| N 144 | the end of the book.          | the teeth of the tiger. |
|       | the legs of the table.        | the fifth of the month. |
|       | the wall of the garden.       | the streets of London.  |
|       | the centre of the town.       | the bay of Naples.      |
|       | the beginning of the meeting. | a piece of bread.       |
|       | the end of the day            | the top of the hill.    |

The compound verbs of the type: take off, call off have double stress when they are at the end of a sentence: take it off.

Pronounce the following sentences, pay attention to the contrast of the unstressed preposition of /əv/ and the stressed adverb off in the final position.

- |       |                    |                             |
|-------|--------------------|-----------------------------|
| N 145 | he is called off.  | the fact I was speaking of. |
|       | he takes them off. | the book I spoke of.        |
|       | Tom turned it off. | the child I talked of.      |

#### Preposition to

The preposition to like of has a strong form at the end

of a sentence, or before personal pronouns and is reduced in non-final positions..

Compare: I spoke to mother. /aɪ 'spəʊk tə ↓mʌðə/  
These are the men I spoke to. /ði:z ə ðə 'men aɪ spəʊk tə/ *tu*  
I spoke to him. /aɪ spəʊk tə hɪm /

Before nouns beginning with a vowel, to has the reduced form /tə /, before consonants /tə /.

e.g. I sent a letter to Tom. /aɪ 'sent ə letə tə ↓tɒm /  
I went to Egypt. /aɪ 'went tə ðɪ:dʒɪpt/

Pronounce the preposition to before nouns, at the end of sentences and before personal pronouns.

N 146

I gave it to Arthur. He is on his way to the station.  
 He came to his rescue. He fell to the ground.  
 This is the road to London. The picture is true to life.

N 147

I wrote to him.  
 He spoke to him.  
 I gave it to him.  
 I threw it to him.

N 148

This is the child he addressed to.  
 These are the people they spoke to.  
 This is the teacher I had been sent to.

Infinitive particle

Likewise, the infinitive particle to appears in a sentence in the forms: /tu, tu, tə / in final and non-final positions respectively.

Compare: why don't you go?  
 I don't have to. /aɪ dɪ'vɒnt hæv 'tu:/  
 It's easy to understand. /ɪz 'i:zɪ tu ʌndə'stænd/  
 To be or not to be. /tə 'bi: ɒnt tə 'bi: /

Pronounce the infinitive particle to in final and non-

final positions

N 149 /tu/

to ease

to open

to utter

N 150 /tə/

to go

to touch

to see

N 151 /tu:/

You needn't come if you don't want to.

- Will you show me how to do it?


- I'll be glad to.

Read the letter if you want to.

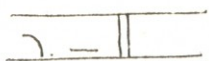
- Will you show me how to dance the twist?

- I'll be glad to.

### Stress in compound words

If the word combinations modifier + modified consist of an adjective and a noun then they are pronounced with the pattern: a brown dog  (See les.3).

Pure compounds with the single stress have the pattern:

However, there is a sequence consisting of a noun + another noun. Such units are usually compounds with double stress and are pronounced with the following intonation and stress pattern: grammar book 

Consequently their second element though bearing word stress is pronounced on a low pitch level.

Read the following and use proper stress and intonation patterns in the following units: a) syntactical combinations modifier + modified, b) compounds with double stress, c) com-

pounds with a single stress.

a. Syntactical word combinations (modifier + modified)

N 152 Key pattern: a fine day



a loose sleeve

a red pen

a fine scene

a white room

a pale face

b. Compounds with double stress

N 153 Key pattern: fish sauce



box office

lawn tennis

cream cheese

mutton chop

cottage pie

pork pie

country house

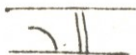
kid glove

home rule

farm house

c. Compounds with single stress

N 154 Key pattern: egg-cup



gunfire

steamboat

landmark

courtyard

teacup

fireside

daytime

lipstick

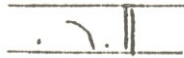
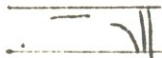
storeroom

dustbin

There are some cases, however, when syntactical word combinations (modifier + modified) and compounds sound identically but for their stress and intonation. This opposition of stress and intonation patterns is the only means of expressing difference in meaning.

Listen attentively and pronounce

N 155



a book worm ( an insect)

a bookworm (a person who  
is fond of reading)

a blue book (one that is blue)

a blue book (official pub-  
lication)

a common room (one used jointly)

a common room (staff-room)

a green house (one that is green)

a green house (a glass bu-  
ilding for plants)

a hot cake (a cake that is hot)

a hotcake (American pan-  
cake)

a heavy weight (one that is heavy)

a heavyweight (a boxer)

a white paper (one that is white)

a white paper (government  
publication)a Georgian book (written in  
Georgian)a Georgian book (to teach  
Georgian)ExercisesI. Transcribe the following words:

pool, June, sphinx's, full, lives, embraces, cure,  
suit, bow, could, fool, moor, look, Dickens's, cruel, soot,  
tourist, braces, hook, guard, curate, begs, lure, wood, pull,  
mates', croon.

II. Give the letter combination for the following:

u, ʊ, eɪ, ɛə, θ, ʌ, a:

III. Account for the pronunciation of the following words:

mates, Dickens's knight, miller's, begged, places,  
mood, dish, missed, naked, watched, acted, sigh, steals.

IV. Make the following nouns plural, transcribe and pro-  
nounce them:

knife, belt, match, kiss, eye, cork, sea, fish, wife,  
leg, embrace, leaf, loaf, baker, vase, roof, scarf.

V. Read the following sentences, mark stresses and intonation:

- Oh, Bobby, do give me a little peace. What do you think  
would have happened if I had asked my father so many  
questions?
- You would have learned how to answer them.

VI. Listen to the poems and memorise them:

A Fairy Shoe

When Mary Lou	" I have! I have!"
Was walking through	Cried Mary Lou,
The woods one day	And then the silver shoe
She found a shoe,	She threw!
A tiny blue	A little voice said,
And silver shoe.	"Thanks to you
She wondered what	The Fairy Queen
She'd better do,	Will now have two!"
When suddenly	"How glad I am",
A voice cried, "Who	Said Mary Lou,
Has found a blue	"That it was I
And silver shoe?"	Who found the shoe!"

The Butcher

Tell me,	Sell to you?	To stew;
Tell me	A few	I'm glad
Old Mrs. Dunn,	Little chops,	I came early
What did	And some	And stood
The butcher	utton	In the queue!



VII. Answer the following questions:

1. Which letter combinations correspond to /U/ / u: /?
2. Which letter combinations correspond to /ʊə /?
3. How are vowels pronounced before voiced and voiceless consonants?
4. What are the stress patterns of:  
Lawn tennis            a white room  
steamboat              a small man  
a pale face
5. What is the difference between the following pairs of words:  
a bookworm    - a book worm  
a hotcake      - a hot cake  
a heavyweight- a heavy weight
6. Describe the phonemes /u:/, /ʊ/, /ʊə/ in terms of vowel-classification.

Rules of reading.

Phonemes:  $\alpha$ ,  $\eta$ ,  $w$

Demonstrative pronouns: that, those.

Strong and weak forms of and.

Strong and weak forms of can.

Indefinite pronouns.

Pronunciation of separable prefixes.

### Rules of reading

a in closed syllables is pronounced  $/\alpha/$

ng in final position is pronounced  $/\eta/$

letter combinations ng, nk in non-final positions are pronounced  $/\eta\gamma/$ ,  $/\eta\kappa/$ .

### Description of $/\alpha/$

$/\alpha/$  is a low front retracted vowel.

The front part of the tongue is raised to a point, which is between half-open and open. The lips are spread or neutral. The jaw opening is wide. The vowel is tense.



### Description of $/\eta/$

The back of the tongue touches the soft palate, blocking the mouth passage completely as for k, g. The soft palate is lowered and the flow of air passes through the nose. The vocal chords are vibrating.  $/\eta/$  is a backlingual nasal sonant.





Pronounce the following

N 156 /æ/

sad	flat	sand
glad	bat	bad
mad	mass	gnat
pan	Nan	sat
man	cat	

N 157 Contrast drills on /e-æ /

lend - land	said - sad
pen - pan	net - gnat
led - lad	set - sat
men - man	bed - bad
dead - dad	leg - lag

N 158 /ɪ - e - æ /

tinned - tend	- tanned
ricks - wrecks	- racks
fin - fen	- fan
mess - mess	- mass
lid - led	- lad
knits - nets	- gnats

Practise the sound /æ/ in the following word combinations, use correct stress patterns.

N 159 that black cat  
 that black fat cat  
 that black fat nasty cat  
 that hat  
 that straw hat  
 that black straw hat

N 160 catch that rat  
 catch that big rat  
 catch that big gray rat

Nan thanked that man  
 Nan thanked that sad man  
 Nan thanked that bad sad man

N 161 /j/

N 162 the suffix -ing

N 163 Contrast drills

on /ŋ-ɟ/

thing	flinging
ring	ringing
bring	singing
song	hanging
sung	bringing
wrong	thinking
hang	clinging
long	longing

sin	-	sing
sun	-	sung
ban	-	bang
kin	-	king
ran	-	rang
hen	-	hang
gone	-	gong
run	-	rung

N 164 /j/ in non-final position

singer	angry	England
hunger	uncle	hunger
ringer	ankle	English
longer	language	younger

Description of /w/

The organs of speech start in the position of /U/. The lips are rounded and protruded. The back of the tongue is raised in the direction of the soft palate. The tongue moves in the direction of the next vowel. The lip shape for /w/ depends on the next vowel. /w/ is a labio-velar sonant.

Practise /W/ in the following words



90.  
0649353240  
202204101033

N 165 /w/

N 166 Contrast drills on  
/W-V/

weed	weather	wheel - veal
wise	wear	wet - vent
whisper	war	west - vest
west	wool	wail - veil
white	wait	while - vile
well	won	wane - vain
		wine - vine

N 167

N 168 /W-V/ in larger sequences

one verse	She veiled her face with her hand.
warm vest	A woman put on very wet gloves.
very well	It was very wise to go there.
overwork	He has a white vest for winter.
have one	I have a warm vest for winter.
	A twin is eating sweets.

Demonstrative pronouns

The demonstrative pronouns this-these, that-those bear sentence stress and are pronounced on high pitch level, if they begin a sentence.

Pronounce the demonstrative pronouns in the following sentences:

N 169	This cat is black.	Those are your pictures.
	That rat is dead.	These rooms are big.
	That is my pencil.	Those pictures are theirs.
	These are my books.	That is a big house.

Care should be taken not to mix up the pronunciation

the demonstrative pronoun: that with the conjunction that,  
the latter has no stress and is reduced to / ʒat/.

Pronounce the following sentences, don't stress the  
conjunction that / ʒat/.

- N 170 I know that you are right.  
This hill is higher than I thought.  
Are you sorry that they are late?  
You are right that she is lame.  
I remember that you wanted to come.  
You speak so quickly that I can't understand you.  
He doesn't remember that you lent him money.

#### Pronunciation of separable prefixes

Some English words have two strongly stressed syllables.  
These are the words beginning with separable prefixes with  
some definite meaning.

anti- (meaning contrary) - anti-aircraft

arch- (chief) - arch-enemy

dis- (implying separation) - disjoint

ex- (former) - ex-emperor

un-, in- (il-, im-, ir-) -(meaning not) - unhappy, indistinct,  
(illimitable, impossible, irrational)

mis- (implying error) - mispronounce

over- (too much) - overdo

pre- (before in time, place) - premature

re- (denoting repetition) - rewrite

under- (too little) - underestimate

N 171 un-

known - unknown

safe - unsafe

pleasant - unpleasant

salted - unsalted



real - unreal      easy - uneasy  
 read - unread      ripe - unripe

N 172 in-

direct - indirect      formal - informal  
 complete - incomplete      born - inborn  
 exact - inexact      human - inhuman  
 active - inactive

N 173 dis-

own - disown      colour - discolour  
 like - dislike      inherit - disinherit  
 arm - disarm      loyal - disloyal  
 able - disable      honest - dishonest

N 174 mis-

lay - mislay      read - misread  
 deal - misdeal      deed - misdeed  
 carry - miscarry      judge - misjudge  
 place - misplace      govern - misgovern

Pronounce the following sentences:

N 175 The train is overcrowded.

Rewrite the exercise, please, for there are a lot of mistakes.

Mr. Adison, the ex-president of the country, arrived yesterday.

This decision is rather premature.

You should not underestimate your enemy's strength.

He is the archbishop of Canterbury.

It's impossible to speak with him.

In indirect commands we do not use the imperative.



Unlock it, the key is inside.  
 I felt angry but his smile disarmed me.  
 She mispronounced her name.  
 They unfolded a newspaper.  
 He misunderstands me.  
 He couldn't overcome his grief.

Use and pronunciation of can

Can (could) expresses permission, possibility or ability.  
Can expressing ability in future is changed into be able to,  
 in the past into could or was able to.

Could meaning permission is used in the present tense  
 in requests. It is a more polite form of request than can.

Could I borrow your book?

Can I borrow your book?

The strong form of can / kæn / is used in questions, in  
 short positive and negative answers to them.

e.g. Yes, I can / jes I kæn / ; No, I cannot  
 nou ai kænnot / .

The contracted negative is pronounced can't / kɑ:nt / .

Can the news be true? (expressing puzzlement)

It can't be true. (strong unwillingness to believe)

Pronounce the following sentences being careful to  
 stress can, could where necessary.

N 176 Could you do it? No, I couldn't.

David could go to any lecture he liked.

I can't understand him, he speaks indistinctly.

He can't be such a fool.

They can do it easily if they want to.

I can't take the risk of being captured.

I can do it at my own risk.

I think you can take this road.

Could you manage this child? I don't think I could.

Can you stand this ladder against the wall? Of course I can.

I don't believe any man can defeat me.

Indefinite pronouns

The indefinite pronouns some, any are used to indicate an indefinite number of things or a part of a substance. Any is used in negative statements, some is used in affirmative sentences.

Before countables some has the meaning of several, any - of any kind.

e.g. I have some fine lilac shrubs in the garden.

Are there any apples in the garden?

There are not any matches left, we have to buy some more.

Before uncountables some and any indicate a small or indefinite quantity of something.

e.g. Is there any coffee left in the coffee-pot?

Yes, there is some.

Any when used in affirmative sentences means whichever you like.

e.g. Come and see me any day you like.

Some and any usually bear no stress even when they are at the end of a sentence.

Some has strong and weak forms /sʌm, səm /.

Any appears only in the form /əni /.

e.g. We had some tea /səm /.

There is hardly any doubt about it /əni /.

When some is not followed by a noun in short answers to questions, it has no stress, though it appears in its strong form.

e.g. Have you had any tea, I'll give you some.

/hæv ju had eni ti: | aɪl ɪv ju sʌm /

But in phrases like some of them, some bears stress and is pronounced /sʌm/.

e.g. Some of them could do it. /sʌm əv ðəm kʊd du: ɪt /

Some is stressed as an adjective when contrasted to others.

e.g. Some aunts are tall and some aunts are short (meaning not all)

The indefinite pronoun some corresponds to the negative pronoun no which is used before a noun as its attribute. It usually bears stress as a negative particle not.

No sentences can be reworded in not ... any forms.

e.g. I need no new shoes this year.

I did not need any new shoes this year.

I have no money to buy the book.

I have not any money to buy the book.

I have done no exercises today.

I have not done any exercises today.

Pronounce strong and weak forms of some

N 177

I haven't given you any money, I'll give you some.

Is there any bread on the table? I'll have some.

Have you got any colour slides by Rubens? Yes, I have got some.

Some of the books are torn.

I can lend you some new books.



He wants some more pudding. Give him some.  
Have you got any socks? Allow me to buy you some.  
Some boys are bold and some are shy.  
I asked him for some ink, and he gave me some.  
Do you want any bananas? Here are some.  
There aren't any matches left, we must buy some.  
Some boards were soon uncovered.

Pronounce the following sentences using proper stress and intonation patterns.

N 178

You have got some red ink.  
Have you got any red ink?  
You haven't got any red ink.  
You've got no red ink.

He has got some letters of his.  
Has he got any letters of his?  
He hasn't got any letters of his.  
He has got no letters of his.

I can give you some more information.  
Can I give you any information?  
I can't give you any information.  
I can give you no information.

You must tell us some more of your adventures.  
Must you tell us any more of your adventures?  
You mustn't tell us any more of your adventures.  
You must tell us no more of your adventures.

I have got some sweets left.  
Have I got any sweets left?  
I haven't got any sweets left.  
I've got no sweets left.

I have some pencils to lend you.

Have I any pencils to lend you?

I haven't any pencils to lend you.

I have no pencils to lend you.

You have some money to spend.

Have you any money to spend?

I haven't any money to spend.

I have no money to spend.

Reduced and strong forms of the conjunction and

Conjunction and is not stressed as a rule. At the beginning of a sentence, however, and especially when it is followed by two or three unstressed syllables, it may have stress.

e.g. And at the same time they came into the room.

/ænd at ðə 'seɪm/taɪm/ ðeɪ keɪm ɪntə ðə ˌru:m/

In other cases and is reduced to /ənd/

Pronounce sentences with strong and reduced forms of and.

N 179

He was both dumb and deaf from birth.

She can't get down and is looking very unhappy.

He has a hammer and nails and a fish in his hand.

Women had to wear new clothes time and again.

And what about your English?

Come and taste the coffee, it's rather sweet.

And how often is that?

You have deceived me and I hope it's not going to happen again.

Wrap it up and give it to your mother.

He takes a cigarette and lights it for Nell.

Put the kettle on and then cut the bread for tea.

### Exercises

#### I. Transcribe the following words:

bat, king, blow, pencil, bang, thinking, sand, dead, tanned, wrecks, younger, rung, van, matches, sad, sin, both, tongue, blow, lark.

#### II. Give the letter combination for the following:

av, j, s, z, o:

#### III. Account for the pronunciation of the following words:

English, straw, bang, gnat, hawk, heartn, breathe, ringer, bare, howl, haul.

#### IV Make the following sentences interrogative and negative:

He made some mistakes in his dictation.

He has got some interesting books.

Some people like strong tea, some don't.

There are some magazines in the library.

There is some milk in the kitchen.

We had some new shirts in today.

The poor little boy has only some torn shoes to wear.

The chicken has laid some eggs today.

Help yourself to some cake.

There was something interesting in the paper yesterday.

There is somebody in the room.

#### V. Transcribe the following sentences, use correct forms of and in them:

I like to read the book not only once but time and again.

And how often is that?

They know English well and can answer all my questions.

There are newspapers and magazine. on the round table.  
 My children get up very early and help me.  
 And it's rather difficult to get there.  
 They cannot speak French and have never learnt English.  
 Boys sometimes push their little sisters and pull their  
 hair.

And she is not so clever as you think.  
 Tom became pale and dropped his eyes.

VI. Change the following into questions:

I can go to the country and have a good time.  
 I can cover the table at once.  
 He can eat everything on the table.  
 Mother can go for a walk with her child.  
 She can help you with your homework.  
 We can finish it before you come.  
 I can pick a lot of fruit off that tree now.  
 She can pass her examination next year.

VII. Read the following joke, mark stresses and intone it:

- Did you shave this morning, Smith?
- Yes sir.
- Did you? Next time stand closer to the razor.

VIII. Change not ... any by no:

Key example: There are not (aren't) any books.

There are no books in the box.

I have not any time to help you.  
 He has not seen any girls with black hair.  
 We have not seen anybody today.  
 I have not any money for the journey.  
 There are not any apples on the tree.  
 There was not anybody in the garden.

The poor little boy has not any shoes to wear.  
 The cook has not put any salt in the cabbage.  
 The chicken has not laid any eggs today.  
 My uncle can't see anything without his glasses.  
 He has not given me any ink to write it down.  
 They won't do any more work.

IX. Listen to the poem and learn it by heart:

Timothy Cat

"It's a rat!"	Brother.
Said Father,	Jennifer said,
"It's a bat!"	"It's Timothy Cat!
Said mother,	He's sharpening
"I don't think	His claws
It's either",	On the
Said Jennifer's	Sitting-room mat!"

X. Answer the following questions:

1. How is the letter combination ng pronounced in final position?
2. How are the letter combinations ng, nk pronounced in the non-final position?
3. In which of the words "singer" and "strong" is /g/ heard?
4. Are the demonstrative pronouns this/ these stressed in initial position:
5. When does the indefinite pronoun "some" bear no stress?
6. When are the strong and weak forms of the conjunction and used?
7. Describe the phones as /æ /, /j / in terms of sound-classification.

*ts, dz, s, z* in larger sequences.

Pronunciation of the particle not.

Present Continuous Tense.

Pronunciation of the reflexive pronouns and word-substitute one.

Sense-group.

Alternative question.

*s, z ts, dz* in larger sequences

N 180 Contrast drills on /s-3/

special -usual	patience -invasion
pressure - pleasure	ocean - occasion
Russia - treasure	dictation - decision

N 181

Stress pattern: - / - / -

a special fashion  
 a nation's tension  
 a shaking fashion

N 182

Stress pattern: / - - - - / -

precision and division  
 confusion and revision  
 revision and decision

N 183 */ts-dz/* in larger sequences

The picture of a gypsy was hanging over the mantelpiece.

George is a good creature.

Some interesting questions were discussed at the lecture.

If we go at this speed we shall never reach our journey's end.

Link */s-3/* and */ts-dz/* to the next vowel in the phrases below. Pay attention to the pronunciation of the pronouns his, it, him and preposition of. Be careful to make your voice fall on the previous stressed syllable and

pronounce the following pronouns him, it, his on a low pitch level. If the final pronoun is preceded by a preposition it has no stress as well, but is uttered in its strong form.

e.g. for it / for it /

N 184 Tell Bob to search him.

Go and fetch it.

He ought to judge it.

He wants to bridge it.

The edge of it.

The college badge of his

The courage of his

The luggage of his.

N 185 It's done with precision.

He rises to the occasion.

I object to these invasions.

They were killed in a collision.

It's my decision.

It's a usual division.

He did it under pressure.

#### The pronunciation of the particle NOT

Notice, that the negative not has no reduced forms: it is stressed in a sentence. Not is pronounced /nɒt/ and never /nət/. In contracted forms, however, the vowel falls out and the contracted negative forms one syllable with the auxiliary verbs, which in such cases are usually stressed: isn't, doesn't, can't /ɪznt, dɑ:zn, kɑ:nt/.

Pronounce the following sentences

K pattern: Nick is not a porter - he is a doctor,

Nick isn't a porter - he's a doctor.

N 186 Bob is not a miller - he is a teacher.

Bob isn't a miller - he's a teacher.

Peter is not a fisher - he is a sailor.

Peter isn't a fisher - he's a sailor.

Em is not a teacher - she is a dress-maker.

Em isn't a teacher - she's a dress-maker.

Tim is not a swimmer - he is a boxer.

Tim isn't a swimmer - he's a boxer.

Ben is not an author - he is a writer.

Ben isn't an author - he's a writer.

Paul is not a talker - he is a runner.

Paul isn't a talker - he's a runner.

Jim is not a preacher - he is a builder.

Jim isn't a preacher - he's a builder.

### Intonation of some parenthetical expressions

Words and phrases occurring at the end of a sentence, such as: please, I think so or an address, such as: mother, Tom, my dear girl, remarks, such as: he said, he asked though marked off from the preceding sentence by the comma, are not separated from it in utterance by a pause. All these words are said on a low pitch level and usually continue the low pitch intonation of the last syllables of the sentence they are attached to.

e.g. Take this letter, Tom.

/teɪk 'ðɪs 'letə tɒm/

\_\_\_\_\_

— — — ||

\_\_\_\_\_

command

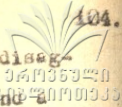
\_\_\_\_\_

— — — .

\_\_\_\_\_

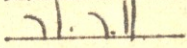
request



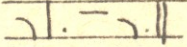


The words yes or no when implying agreement and disagreement are pronounced with the falling intonation and a pause:

Yes, I'll do it

Yes | aɪ l d u ɪ t / 

No, I can't do it

No | aɪ k a n t d u ɪ t / 

Read the commands in two ways suggested: with the falling tone and the rising tone. Commands are normally spoken in the falling tone and requests in the rising tone. Be careful to pronounce the parenthetical words and expressions according to the rules given:

Commands

Requests

N 187

- |                                 |                                 |
|---------------------------------|---------------------------------|
| Go back to your seat, Mary.     | Go back to your seat, Mary.     |
| Go up the wall, Nick.           | Go up the wall, Nick.           |
| Walk down the street, mother.   | Walk down the street, mother.   |
| Don't let it go yet, Mr. Smith. | Don't let it go yet, Mr. Smith. |
| Come in immediately, I say.     | Come in immediately, I say.     |
| Sit down on the sofa, Arthur.   | Sit down on the sofa, Arthur.   |
| Bring it to Nelly, please.      | Bring it to Nelly, please.      |
| Go to the station, please.      | Go to the station, please.      |

N 188

- He gave it to my child, I think.
- He's all right, I nope.
- He'll do it, you see.
- "It was a great success", he said.
- "Are you glad?" he asked.
- Good-bye, my dear friend

"Is he good at it?" he demanded.

### The present Continuous Tense

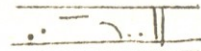
The Present Continuous Tense is formed by the verb to be + the Present Participle.

e.g. I am writing a letter.

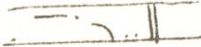
In the affirmative form, the verb to be and the personal pronoun are unstressed. In the interrogative form, which has an inverted word order, the verb to be is stressed: Is he writing a letter? /ɪz hi 'raɪtɪŋ ə'letə /

In the negative form, the negative particle not is placed after the auxiliary: it's either stressed or is used in the form of a contracted negative. (see exercise N 186)

He is not going home



He isn't going home



Rules of reading: When a verb ends in e, it is dropped before ing, come - coming. When the verb ends in ee, then ing is merely added to the stem: see - seeing.

Stressed syllables with a short vowel double their final consonants before adding -ing: knit - knitting, begin - beginning.

The present Continuous Tense is used for the actions happening at the moment of speaking or in the near future, in descriptions, for very frequent actions or for temporary actions happening at a certain point of time.

Examples: 1. What are you doing? I'm writing a letter at the moment.

2. I'm leaving for Moscow (very soon).

3. She was wearing a tweed coat and a red hat that was not becoming (description).

- 4. I'm always getting angry when I see him <sup>drinking</sup> (emphatic).
- 5. I'm writing my thesis (not at the moment of speaking, but for a certain period).

Revision of the weak and strong forms of to be

N 189

Nell is catching a cat	Is Nell catching a cat?	
Jim is taking a book.	Is Jim taking a book?	
Ann is mopping the floor.	Is Ann mopping the floor?	
Jack is talking to Jim.	Is Jack talking to Jim?	
John is selling some eggs.	Is John selling eggs?	
Nick is singing a song.	Is Nick singing a song?	m?
Tom is bathing with Kim.	Is Tom bathing with Kim?	?
Bill is hanging a map.	Is Bill hanging a map?	?
Ann is looking at Jim.	Is Ann looking at Jim?	
Boys are fishing.	Are boys fishing?	two
Children are carrying two balls.	Are children carrying two balls?	?
Women are waiting for him.	Are women waiting for him?	him?
His friends are smoking cigars.	Are his friends smoking cigars?	king
Students are working at the lab.	Are students working at the lab?	?

Pronunciation of the reflexive pronouns and word-substitute ONE.

The prop-word or word-substitute one stands for something that has already been mentioned. That is why it bears no stress.

Neither is it stressed in defining and indefinite pronouns



ans, e.g. everyone, someone, no one, anyone.

The reflexive pronouns are not stressed: Help yourself  
to this sauce. /help jɔ self to ðis ↓ sɔ:s /  
Hide yourself. /↓ hɪd jɔ self /  
I've cut myself. /aɪv ↓ kʌt maɪself /

The same forms (myself, yourself, himself, etc) are used  
in the function of the emphatic pronouns and with this mean-  
ing they bear stress: I'll draw it myself /aɪl drɔ: ɪt maɪself /

Pronounce the following, use correct stress pattern:

N 190

- He's a lazybones, he won't do it himself.
- Someone has broken my cup.
- No one has ever thought of that.
- I have no time to do it, so do it yourself.
- Are you expecting anyone else?
- He washed himself and went to bed.
- She looked at herself in the mirror.
- No one could do it better than herself.
- I can't eat this cake, I asked for that one.
- Grandpa was sitting in the garden and talking to herself.
- Buy me some apples, I want red ones.
- I like Peter, he is a good one.

N 191

Read the following dialogue. Use proper stress and intonation patterns.

He wanted a horse

Customer: Can I rent a horse?

Grocer: How long do you want it?

Customer: As long as one as you have, Isidie, there are five  
of us.

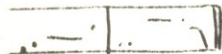
## Sense group



A sense group expresses a more or less independent thought. It is characterized by intonation agreeing with the meaning of the sense-group.

Sentences are usually divided into sense-groups. If a sentence consists of two or more sense groups (it may consist of one sense group as well), the last one is called final, the preceding one - non-final.

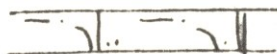
e.g. In the evening we were very tired.



A non-final sense-group may be said with a rise or fall. The above sense-group in the evening is not complete and is said with the rising tone.

In the example: Here's your book if you want to read it

/hɛz jɔʊ bʊk ɪf ju wɒnt tə rɪd ɪt/



a non-final sense-group is pronounced with the falling tone which makes it more complete and important.

Pronounce the following sentence using the rising and falling tones in the non-final sense-group.

N 192

Key example:

If he comes in you may go.

/ɪf hi kʌmz ɪn ju meɪ goʊ/

I said that you might do it.

I told him he had gone.

He promised to speak louder.

I'm sorry I can't do it.

I'm afraid she's ill.

She asks me to write it down.

Key example:

If he comes in you may go.

/ɪf hi kʌmz ɪn ju meɪ goʊ/

I said that you might do it.

I told him he had gone.

He promised to speak louder.

I'm sorry I can't do it.

I'm afraid she's ill.

She asks me to write it

down.

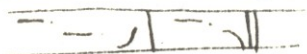
Alternative questions

Alternative questions consist of two sense-groups, the first alternative and the second one.

The first alternative is said with the rising tone (shall we take a bus) and the final alternative (or shall we walk) is said with the falling tone.

Shall we take a bus or shall we walk?

ʃæl wi 'teɪk ə bʌs | ʃæl wi ɪ'wɔ:k /



Pronounce the following sentences using the rising tone in the first alternative and the falling in the final one.

N 193

- Are we driving or going by train?
- Is Pete coming or staying at home?
- Is she fond of her aunt or her uncle?
- Are these her gloves or mine?
- Is it a large room or a small one?
- Can she take it now or in the evening?
- Must we go to Ann's house or wait for her in the street?
- Are we doing it now or putting it off till tomorrow?
- Is he trying to speak to me or to him?

Exercises

I. Transcribe the following words:

creature, Jin, lecture, collision, rouge, luggage, cause, occasion, question, occasion, chew, confusion, moustache, pressure, invasion, object, author, talker, sailor.

II. Account for the pronunciation of the following words:

creature, occasion, chat, rouge, sleeping, talk, pitch, Jew, ...

III. Give the full and the contracted forms of the participle not using correct stress and intonation:

Key example: There is not a gnat in the wall.

There isn't a gnat in the wall.

Make these sentences negative:

There is a bat in the sky. There is a man in the picture. There is a dog in the garden. There is a net on the table. There is a knife on the table. There is a duck on the lake. There is a match in the box. There is a pen on the bench. There is a child in the room.

IV. Turn the above sentences into plural, make the same sentences interrogative. Use strong and weak forms of to be, there where necessary:

Key example: There is a gnat on the wall.

There are gnats on the wall.

Are there gnats on the wall?

V. Use correct stress and intonation patterns in the following sentences:

1. I don't like this tie, can you show me a better one.
2. I myself spoke to your mother, she'll let you go, she's a good one.
3. Can you do it yourself? Anyone can do it.
4. They hid themselves behind that big tree.
5. No one knows how soon the storm will blow itself out.

VI. Listen to the following dialogue, transcribe it, mark stress and intonation:

"Which is brighter, the sun or the moon?" the teacher asked Steve. "The moon", answered Steve. "You see, it shines at night when it's dark and the sun shines only in the daytime, when it's not dark. Everybody knows that."

VII. Memorise the following poems:

Travel

Travel by trolley,  
Travel by train,  
Travel by trailer,  
Or tramp in the rain!  
Travel by tram,  
Trudge on the track,  
Or trot all the way  
On a pony's back!

Reminders

The ripple of a river  
Running by,  
The purring of an engine  
In the sky  
The rumble of a lorry  
On the road  
The rattle of a trailer  
With its load  
The hurry of a rat  
Upon the ground  
Remind me that  
The world  
Is going  
Round.

VIII. Answer the following questions:

1. What is a parenthetical expression?
2. Where do parenthetical words and expressions occur in English?
3. How are reflexive pronouns and the word-substitute one pronounced?





4. How are intonation-groups separated from one another?
5. What is the difference between a final and a non-final sense-group in terms of melody?
6. What is a composition of an alternative question? How is it pronounced?

Rules of reading.

Phonemes: /ɜ/, /ɔ/

Pronunciation of the suffixes: -ture, -sure, -are.

Interrogative pronouns.

Special question.

Exclamatory sentence.

Rules of reading

The letter combinations: eer, ear, ere are pronounced /ɜ/

The letter combinations: oi, oy are pronounced /ɔ/

Description of /ɜ/

The tongue starts in the position of /ɪ/ and moves to the position of the /ə/ sound. The lips are spread or neutral.

Description of /ɔ/

The back of the tongue is raised to a point between half open and open, so as to pronounce the vowel sound /ɔ/. Then the tongue moves in the direction of /ɪ/. The lips are somewhat rounded. The space between the jaws is wide. It is a low back diphthong.

Pronounce the following

N 194 /ɔɪ/

boy point

N 195 Contrast drills on /ɔɪ-ou/

oil - oat

oil	noise	coin - cold
toil	soy	boy - bone
foil	toy	moist - moan
joy	enjoy	foil - phone
moist	soil	noise - nose
loyal	Roy	toy - tone
		soy - soap

N 196 /ɪə/

ear	idea	beer	pierce
fear	rear	here	steer
tear	sheer	spe. r	mere
dear	weird	appear	sneer
gear	sear	peer	cheer

N 197 Contrast drills on /ɪə-ɛə-ʊə-ɔɪ/

mere	- mare	- moor	- moist
dear	- dare	- doer	- Doyle
beard	- bared	- boor	- boy
peer	- pair	- poor	- point
sheer	- share	- sure	- soil
tear	- tear	- tour	- toil

Pronounce /ɪə/ in larger sequences

N 198

Sweep your tear, my dear.  
 It's a queer idea.  
 Come here, near the pier.  
 You will not find his peer.  
 A man with a black bear walks in his rear.  
 A ship steers near the pier.

Pronounce /ɪə - ɔɪ / in larger sequences and transcribe them. Be careful not to stress personal pronouns at the end of the sentence.

N 199

Cheer up and go with him.  
 Give me your toys and run after him.  
 Here's some bread and butter for you.  
 Have no fear and tell Roy about it.  
 You should not sneer at him.  
 Taste this beer after him.

Pronunciation of the suffixes -ture, -sure, -age

Suffixes may take the stress themselves or cause its shifting in words, e.g. economy - economic.

In most cases nearly all the suffixes are unstressed and reduced.

The noun-forming suffix -ture is pronounced /tʃə/. Only in a few words can it have stress and then it is pronounced /tʊ:/, e.g. mature /mə'tʊ:/.

The suffix -sure is pronounced /ʃə/ when unstressed, or /ʒə/ if it comes after a vowel, and /ʃʊ:/ if it bears stress: e.g. tonsure /tɒnʃʊ:/, exposure /ɪks'pəʊʒə/, reassure /rɪə'sʊ:/.

The suffix -age is usually unstressed and reduced to /ɪdʒ/. Only in words that are recently borrowed from French the suffix is pronounced as /ɑ:ʒ/.

Compare: cottage - garage  
 /kɒtɪdʒ/ - /gɑ:raʒ/

Listen and pronounce

N 200 -ture /tʃə/

N 201 -sure /ʃə/ -sure /ʒə/

fixture	con <u>sure</u>	closure
picture	press <u>ure</u>	leis <u>ure</u>
sculpture	- <u>sure</u> /sʊə/	meas <u>ure</u>
structure	ass <u>ure</u>	pleas <u>ure</u>
departure	ens <u>ure</u>	treas <u>ure</u>
adventure	reas <u>ure</u>	compos <u>ure</u>
		seiz <u>ure</u>

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N 202 -age /ɪdʒ/

hermitage	bondage
vicarage	acreage
advantage	manage
postage	percentage

N 203 -age /ɑ ʒ/

corsage
message
espionage
sabotage

The interrogative pronouns: who, what, which

The interrogative pronouns are used to form special questions. Who is used for persons in general, what - for things and persons in general, which is restricted to persons or things.

The interrogative pronouns beginning the sense-groups are stressed, the auxiliaries coming after them are partially weakened, though usually they preserve their full forms.

N 204.

- Where have you been?
- What has he written on page one?
- What have you got on?
- Where has she gone?

The special questions

The special question consisting of only one sense-group is pronounced with the falling tone. The special question

can be pronounced with the rising tone, if a person asking the question is eager to please or tries to be polite.

It always begins with the interrogative word or an adverb (who, what, which, when, etc.) which is stressed in a sentence and is pronounced on the high pitch level.


Pronounce the following sentences using the falling tone

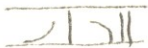
N 205

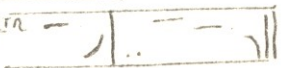
- Who is that pretty girl?
- What is your telephone number?
- Who knows the answer?
- What's your name?
- Which piece of bread is yours?
- What are you learning now?
- Which is the way to the market?
- Where have you put it?
- What do you want me for?
- Which do you like best?
- Who makes your shoes?
- Which of you understands this exercise?

When a special question consists of two sense-groups and the second one contains an additional thought at the end,

we use the sequence fall-fall 

How do you go if you don't go by train  
 /hav dʒu'gou|ɪs ju'daunt'gou baɪ ɪ'treɪn / 

But if the idea expressed in the non-final sense-group is less important than the one expressed in the final sense-group, then the sequence rise-fall  is used.

/hav dʒu'gou|ɪs ju'daunt'gou baɪ'treɪn / 

118.

The tone of the final sense-group depends on the communicative type of the sentence (i.e. whether it is a question, statement or a command).

Pronounce the following sentences using the proper intonation.

N 206

Please, come and dine with us (a request).

Will you come and dine with us? (a question)

When he got home it was six o'clock (a statement).

If it's late don't go out (a command).

If it's late don't go out (a request).

I'll see him if you want (a statement).

If it's very noisy you'll have to leave the room (a statement).

He's too small to do it well (a statement).

If you have time will you help her? (a request).

If you want to go get ready (a command).

I'll see to it now it's time to leave (a statement).

If I speak louder will you put it down (a question).

When he walks he gets tired (a statement).

I wonder must he do it now? (a question).

If you ask me it's worse than useless (a statement).

#### Exclamatory sentence

The exclamatory sentence expresses emotion. In most cases exclamatory sentences begin with interrogative words such as: what, such, when, where, etc. In some cases these words are not stressed in order to give greater emphasis to the other words that follow.

e.g. What a dreadful thing! / wɒt ɪd'rɛdʒʊl θɪŋ/



Such quantities of sand! /sʌtʃ kʷɒntɪtɪz əv ɪsænd/

But when the interrogative words mentioned above are followed by the words which are incapable of receiving emphasis, e.g. thing, they are usually stressed.

e.g. Such a thing ought to be impossible.

/sʌtʃ əθɪŋ ˈɔ:t tə bi ɪmpəʊsəbəl/

It may, however, be unstressed if the noun it qualifies is also unstressed;

e.g. I've never seen such a thing. /aɪv ˈnevə ˈsi:n sʌtʃ əθɪŋ/

Listen and pronounce the following exclamatory sentences:

N 207

What lovely weather we're having!

It's very wonderful indeed!

What crowds of people!

What's the matter with you!

Tremendous fun!

What appalling curtains!

How nice you've come!

What glorious roses!

What a charming woman!

What a marvellous night!

Exercises

I. Transcribe the following words:

board, piece, toil, oyster, mere, share, tour, moist,  
 gear, coin, enjoy, spear, moor, doer, mare, sneer, cat, soil,  
 loyal, preacher, seizure, adventure, treasure, ensure, pressure,  
 closure, advantage, sabotage, menage, hermitage,  
 tear.



II. Account for the pronunciation of the following words:

moan, sear, sung, measure, assure, hawk, collision, missed, fetch, luggage, straw, joy, fixture, England, sabotage.

III. Read the following special questions with correct intonation:

How many brothers and sisters have you?

What do you know about his family?

When is Ann coming to Tbilisi?

How long is she going to stay in our town?

Who will tell you about Mr. Green's house?

What time do you generally go to bed?

Where do you have your dinner?

How old is your uncle Ben?

Who does the cooking in your house?

What colour are Ann's eyes and hair?

Who are you talking to?

What time does your brother get up?

What do you do after lunch?

IV. Listen and repeat the following joke, mark stresses and intonation, find cases of assimilation:

- How many fingers have you?

- Ten.

- Well, if four were missing, what would you have then?

- No music lessons.

V. Memorise the poem:

A Little Deer

To the water clear

Came a little deer,

I whispered,

"Little deer,

Come here,

O, please, come here!"

He cocked his pretty ear,  
His eyes were full of fear!  
Softly I tiptoed near,  
How did he disappear?

VI. Transcribe and intone the following sentences:

What a lovely day!

It's really splendid weather!

What nonsense!

Isn't it marvellous!

Such a curious shape!

I don't know anything about such matters!

Why did he do that!

She is so happy!

What beautiful weather!

How well he has painted him!

VII. Answer the following questions:

1. What letter-combinations correspond to /Iɔ /?
2. What letter-combinations correspond to /ɔI /?
3. How are special questions pronounced?
4. Is the interrogative word stressed in a special question?
5. What does the melody of the final intonation-group depend on?
6. How are exclamatory sentences pronounced?
7. Are interrogative words stressed in exclamatory sentences?
8. Describe the phonemes: /Iɔ /, /ɔI / in terms of vowel classification.

Rules of reading.

Phoneme: 3:

Stress in polysyllable words.

Sound modification.

(Lip-rounded varieties of t, k, g).

Disjunctive questions.

Present Indefinite Tense.

The have to (The equivalent of must)

### Rules of reading

The letter combinations: ear, ir, er, ur, or, yr when stressed are pronounced /3:/.

### Description of /3:/

The middle part of the tongue is slightly raised to a point between half-closed and half-open. The lips are spread. The space between the jaws is narrow. It is a mixed, mid-open, long vowel.



### Listen and pronounce

N 208 /3: /

skirt	surge
word	burn
verse	turtle
purse	girtle
learn	purple
curdle	earth

N 209 Contrast drill on

/3:-3: /

nurse	- north
worn	- warn
hurt	- hall
stir	- storm
first	- fought
church	- chalk

N 210 /A- 3: /

cut - curd  
 buns - burns  
 suds - search  
 luck - lurk  
 shut - shirk  
 hull - hurl  
 fussed - first

N 211 /3: -e /

heard - head  
 bird - bed  
 word - wed  
 her - hell  
 girt - jet

N 212 /AI- 3: / in larger sequences

Take her to church with a nurse.  
 He enjoys learning this word.  
 Learn the verse and point out the word.  
 Turn the cake before it burns.  
 They heard the noise from the earth.  
 Her purple skirt is burned.

Stress in polysyllable words

English words of three or four syllables may have one strong and two or three weak syllables.

e.g. eatable /'i:təbəl /  
 photograph /'fotəgrə:f /  
 contribute /kən'trɪbjʊt /  
 particular /pə'tɪkjʊlə /

The words of four and more syllables usually have two stresses: primary and secondary: e.g. representative /ˌrɛːprɪzɪntətɪv /, characteristic /kærɪktə'rɪstɪk /.

Georgian learners have a tendency to introduce their own stress patterns into English. They mispronounce English words by uttering all the syllables with nearly equal strength thus giving prominence to reduced vowels in unstressed positions. Consequently, very deliberate stress

pattern practice is necessary to achieve a correct pronunciation of polysyllable words with a number of reduced vowels.

Stress patterns

Two-syllable words

N 213 / -	N 214 - /	N 215 / /
habit	divide	unknown
father	absurd	unjust
foreign	before	outlast
civil	neglect	unbend
better	defence	pint-pot
neighbour	polite	pioneer
pretty	select	

Three-syllable words

N 216 / - -	N 217 - / -	N 218 / / -	N 219 / - /
eatable	contribute	uncertain	represent
influence	external	unpleasant	incomplete
circular	inversion	subconscious	ovary
purposeful	civilian	unbeaten	undersized
Saturday	emigration	stepbrother	undergo
impotence	impressive	plum-pudding	parasol
probable	provincial	unbroken	

Four-syllable words

N 220 / - - -	N 221 - / - -	N 222 / / - -	N 223 / - / -
evidently	particular	unethical	incompletely
accuracy	intransitive	unbearable	introduction
obstinacy	incredible	ex-president	biographic
irritable	neutrality	subtropical	interjection
profitable	infinitive	subconsciously	accidental
testimony	impossible	half-heartedly	irresponsive

temperament            inscenate



Five-syllable words

N224- / - - -    N225 / / - - -    N226- / - / - -    N227 / - - / - -

benevolently	inapplicable	abnormality	authorization
intensifier	decentralizing	inarticulate	characteristic
contemporary	regerminating	mythological	temperamental
depository	unconquerable	representative	civilization
compassionately	vice-presidency	inhumanity	mathematician
enthusiasm		irresponsible	accumulation

Note: the above stress patterns do not occur with equal frequency. Some of them are more common than others. It may be stated as a general rule that the polysyllable words having stresses on two successive syllables as well as on the final one are comparatively rare. Polysyllable words owe their stress distribution to prefixes and suffixes. The words with two stresses on adjacent syllables are usually compounds or begin with the so-called separable prefixes having some definite meaning.

Sound modification

The pronunciation of is has been explained in lesson N 9. In connected speech the verb /ɪz/ is reduced to /z/ and then its pronunciation varies in accordance with the preceding phoneme. /z/ is pronounced after words ending in a vowel or voiced consonant other than /z/ or /ʒ/. /s/ occurs only after voiceless consonants other than /s/ or /ʃ/. After the sibilants the verb is is never reduced.

e.g. Who is coming. /hu:z dʒʌmɪŋ/

What's the time. /wɒts dʒaɪm/

but: The fish is sold /ðɪ 'fɪʃɪz ðə sould/

Rouge is used by some. /ruːʒ ɪ 'juːzɪd baɪ ðə sam/

Here we have a case (what's) of contextual assimilation. In contextual assimilation a word changes its pronunciation under the influence of another word preceding or following it.

We have another case of contextual assimilation in the expression used to which means accustomed to or was in the habit of.

In the verb used to the consonant phonemes /z/ and /d/ are devoiced under the influence of the following voiceless occlusive /t/: used to, just tu / or /juːs tu/.

Consequently the notional verb used /juːzɪd/ - meaning make use of something and the modal used to have different pronunciations.

The phonemes k, g undergo some change in words when they precede the sonant /w/. In this position we have lip-rounded variants of k, g. e.g. quarter /'kwɔːtə /, Gwendolen /'gwendəlɪn /.

The phonemes k, g assimilate the preceding nasal sonant /n/ which turns into a backlingual /ŋ/.

Pronounce the following words, be careful to observe the rules of assimilation:

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| N 225                           | N 229                               |
| Dinner's ready. /z/             | I used to read much                 |
| When's he coming. /z/           | He used to speak with her.          |
| That's quite easy to learn. /s/ | He used to study English every day. |
| What's the matter with you? /s/ | They used to have dinner with       |

That's all I think. /S/

We used to go to school with him.

N 230 /KW/

queen /kwɪ:n /

language /'læŋgwɪdʒ/

question /'kwɛstʃən /

quarter /'kwɔ:tə /

Guinevere /'gwɪnɪvɪə/

equal /i:'kwɔ:l/

equator /i'kwɛtə /

Pronounce the kw, kw, kw, kw sound combinations

in larger sequences

N 231

Our language classes are over at a quarter to two.

My uncle and me had equal chances to meet Gwendolen.

The equipment of our language laboratory took much time to assemble.

Europe is north of the equator. /i'kwɛtə /

There is an equestrian statue of the king in the square.



This is an equilateral triangle.

### The Present Indefinite Tense

The Present Indefinite Tense expresses action habitual or general in character.

e.g. I get up at eight. He speaks good English.

The Present Indefinite Tense has the same infinitive form for all persons but the third person singular where it adds -s to the verb. The pronunciation of s has been dealt with in lesson 16 ( see page 46 ). The negative and interrogative are formed by means of the auxiliary to do. Does for the third person singular, do for all the other persons. The auxiliary is stressed in the interrogative forms and in



short answers to questions (yes, I do). In the negative forms the particle not is stressed.

e.g. Do I see it? /'du: əI 'si: ɪt/

Does He go there? /dʌz hɪ 'gəʊ ðeə /

He does not see it. /hɪ dʌz 'nɒt 'si: ɪt /

We do not go there. /wɪ du 'nɒt 'gəʊ ðeə /

The auxiliary do is usually contracted in the negative and negative-interrogative forms and the contracted forms are usually stressed.

The intonation of the negative and affirmative forms is falling, the interrogative forms are said with a rise.

e.g. I don't know. /aɪ 'daʊnt ↓nəʊ /

He doesn't know. /hɪ 'dɒznt ↓nəʊ /.

Do I know him? /'du: əI 'nəʊ hɪm/.

Don't I know him? /'daʊnt əI 'nəʊ hɪm/

Pronounce the following sentences

N 232

1. He sees him.

Does he see him?

Yes, he does.

No, he doesn't.

2. She swims very well.

Does she swim very well?

Yes, she does.

No, she doesn't.

3. Why do you look so sad?

Do you fall in love?

Yes, I do.

No, I don't.



4. She goes to school every day.  
Does she go to school every day?  
Yes, she does.  
No, she doesn't.
5. They go there nearly every week.  
Do they go there nearly every week?  
Yes, they do.  
No, they don't.
6. I help my mother.  
Do I help my mother?  
Yes, I do.  
No, I don't.
7. Nick often buys a red rose.  
Does Nick often buy a red rose?  
Yes, he does.  
No, he doesn't.
8. She writes a letter every day.  
Does she write a letter every day?  
Yes, she does.  
No, she doesn't.
9. My friend makes very good tea.  
Does my friend make very good tea?  
Yes, she does.  
No, she doesn't.
10. I go to bed very early.  
Do I go to bed very early?  
Yes, I do.  
No, I don't.

#### Disjunctive question

This type of question consists of two parts: of state-

ment and a tag question. The question part is formed by means of repeating the auxiliary of the statement.

If the statement is affirmative, the tag question is negative. If the statement is negative, the tag question is affirmative.

e.g. He is here, isn't he?

He isn't here, is he?

The tone of the statement part is falling, the question part is usually said with a rise. However, if the speaker thinks that the listener will agree with him, then he pronounces the question part with the falling tone.

Pronounce the following disjunctive questions, use proper intonation patterns.

Key example: He is a second-year student, / isn't he?

He is a second-year student, \ isn't he?

N 235

You learn all lessons well, don't you?

You learn all lessons well, don't you?

She lives in a hostel, doesn't she?

She lives in a hostel, doesn't she?

He has a very nice suit, hasn't he?

He has a very nice suit, hasn't he?

English is not difficult for him, is it?

English is not difficult for him, is it?

She doesn't come to see me, does she?

She doesn't come to see me, does she?

There are lots of his books, aren't there?

There are lots of his books, aren't there?

He hasn't any cigarettes, has he?

He hasn't any cigarettes, has he?

It isn't raining hard, is it?

It isn't raining hard, is it?

Vaza Pshavela is a Georgian writer, isn't he?

Vaza Pshavela is a Georgian writer, isn't he?

He takes him to hospital, doesn't he?

He takes him to hospital, doesn't he?

I always do my homework, don't I?

I always do my homework, don't I?

You can drive a car, can't you?

You can drive a car, can't you?

I'm older than you, aren't I?

I'm older than you, aren't I?

It doesn't look like rain, does it?

It doesn't look like rain, does it?

#### The use of HAVE TO

The verb have to is used with the infinitive and expresses duty imposed by circumstances.

In the interrogative and negative the auxiliary do is used which is usually stressed.

e.g. I have to go by train.

Do I have to go by train? /du: ai hv to'gou baɪ'treɪn/

When the colloquial have got to is used instead of have to, the interrogative is formed by inversion and have which begins a sentence bears stress.

e.g. I have got to do it. /aɪ 'gɒt tə dʊ: ɪt/

Have I got to do it? /'hæv ai 'gɒt tə dʊ: ɪt/

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Don't have to indicates absence of necessity. The contracted negative do..t bears strong stress.

e.g. I don't have to go there. / ɪ 'daʊnt hev tə ɡoʊ ðeə /

Use the following statements and questions. Use proper stress and intonation.

N 234

I have to get back to dinner.

Do I have to get back to dinner?

We have to cook them first.

Do we have to cook them first?

We have to bend it to get it into the box.

Do we have to bend it to get it into the box?

They have to brush their own shoes every day.

Do they have to brush their own shoes every day?

She has to drink it without sugar.

Does she have to drink it without sugar?

They have to light a fire to cook their supper.

Do they have to light a fire to cook their supper?

He has to pay them for it.

Does he have to pay them for it?

Exercises

I. Transcribe the following words:

hurt, photograph, defence, characteristic, purposeful, particular, skirt, bridged, contribute, strength, interjection, accuracy, subtropical, accumulation, incredible, subconscious, equator, unjust, eatable, racks, girdle.



II. Account for the pronunciation of the following words:

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question, burn, verse, hull, language, knob, skirt,  
Guinevere, phone, calf, curd, chalk, search, herd.

III Give the letter combination for the following:

ʒ, tʃ, ɪ, ɪə, kw, ʒw, ŋ, nk

IV. Read the following statements adding the necessary tag-questions:

He is early this morning ...

We must go now ...

You aren't late ...

They always work hard ...

He has a lot of books ...

You eat very quickly ...

George has just left ...

You shouldn't smoke inside ...

She is too young for it ...

This winter hasn't been cold ...

He has been to Switzerland ...

Boys don't like to wash ...

It could be done ...

She doesn't play tennis ...

He plays the violin badly ...

You don't have to go just yet ...

We ought not to have listened to him ...

You needn't stay long ...

They have curly hair ...

V. Transcribe the above sentences, indicate stress and intonation.

VI. Write down 10 alternative questions, transcribe them, indicate stress and intonation.

VII. Make the following statements interrogative and

negative, use correct stress and intonation patterns.

She plays the piano well.

John drinks too much.

He lives at the end of the road.

These twins play tennis nicely.

He loves fishing.

She wants to go to school now.

I want you to give me some more money.

He thinks you're an old fool.

She hates him like poison.

I think this sentence is too hard for you.

He feels very sorry for you.

They want you to give them better wages.

I have to read it aloud.

He has to come here again.

You have to pay him in advance.

Our teacher has to write it on the blackboard.

The workmen have to take it away again.

We have to begin the work very early.

I have to show my passport.

VIII. Listen and repeat the following conversation, mark stresses and intonation, find cases of assimilation:

Artist: That, sir, is a cow grazing.

Visitor: Where is the grass?

Artist: The cow has eaten it.

Visitor: But where is the cow?

Artist: You don't suppose, she'd be fool enough and stay there after eating all the grass, do you?

IX. Learn the following poem by heart:

Lost Purse

nurse, nurse!

I've lost

My purse!  
 Is anything  
 Worse  
 Than losing  
 Your purse?  
 " Yes",

Said Nurse  
 "It's far, far  
 Worse  
 To lose your head  
 Than to lose  
 Your purse!"

X. Answer the following questions

1. Which letter-combinations correspond to / ʒ /
2. Where does the stress fall in a polysyllabic word?
3. How many stresses do English 3 or 4 syllable words have?
4. What is contextual assimilation?
5. When is the auxiliary "do" contracted?



Pronunciation of the suffixes -able, -ous, -ic, -ion.

Present Perfect Tense.

Strong and weak forms of have.

Use of stress with auxiliary and modal verbs.

Pronunciation of the possessive pronouns.

Review: All the English sounds in various rhythmic patterns. Personal pronouns (the nominative, objective case) in larger sequences.

Suffixes -able, -ous, -ic, -ion

The adjective forming suffixes -able, -ous in most cases do not change stress of the words they are added to.

Compare:

accept - acceptable	marvel - marvellous
alter - alterable	prosper - prosperous
honour - honourable	thunder - thunderous
depend - dependable	mischief - mischievous

There are, however, some exceptions:

admire - admirable

esteem - estimable

The suffix ic on the other hand when forming adjectives from nouns in most cases throws stress into the syllable immediately preceding it.

e.g. Roman - Romanic

symbol - symbolic

melancholy - melancholic

metaphor - metaphoric

With the noun forming suffix -ion stress incidence depends upon the number of syllables which precede this suf-



fix (see stress in polysyllable words on page 124 ).

All these suffixes never take stress and are reduced

-ous / əs /, -able / əbəl /, -ion / ən /.

Pronounce the following words being careful not to stress the suffixes.

N 235 -ous / əs /

famous	barbarous
jealous	tyrannous
nervous	scandalous
anomalous	treacherous

N 236 -able / əbəl /

capable	dramatic
changeable	energetic
admirable	polysyllabic
fashionable	neurotic
forgiveable	economic
answerable	philanthropic
noticeable	prehistoric

N 237 -ic / ɪk /

N 238 -ion / ən /

151

affection	diffusion
complexion	invasion
intention	precision
prosecution	decision
reception	collision
relation	occasion
affectation	seclusion

N 239 -ion / ən /

131

Note: the suffix -ion affects the preceding consonant, k change into /ʃ/, while /z/ turns into /ʒ/.

Compare: affect - affection /ə'fekt - ə'fekʃn /  
precise - precision /praɪ'saɪz - praɪ'ɪʒən/

The Present Perfect Tense

The Present Perfect expresses the completion of an action by the speech moment, therefore it is strictly speaking, a kind of present tense because we are not interested in when the action took place. We are only interested in the present state of completion of the action, i.e. its effect on the events of now.

So this tense must never be used if we state or suggest a definite time in the past.

The Present Perfect Tense is made up by the auxiliary verb have / has / and the principle verb in the past participle. The auxiliary verb is represented in its weak forms in statements and in its strong form in questions and contrasted negatives (e.g. hævznt hævnt)

The strong forms of have and has are /hæv, hæz / and their weak forms are: /həv, əv, həz, əz, z and s/. The letter /ʃ/ occurring as the result of contextual assimilation after voiceless consonants.

Pronounce the following statements. Pay attention to the pronunciation of the weak forms of an auxiliary have.

N 240

I think she has /z/ been invited.

You know that you've done it.

She says that he has /z/ been there.

Nell has /ʃ/ finished her work just now.

They've arrived but the girl has not.  
 He has /S / posted the letter.  
 We've never seen him since.

Pronounce the strong form of have at the beginning of sentence, use proper intonation. Listen and pronounce.

N 241

- Have you seen a play by Shakespeare?  
 Has he done any homework for me today?  
 Has anyone cleaned the blackboard?  
 Have they talked to Jan?  
 Have you learnt the Perfect Tense before?  
 Have you left any books at home?  
 Has Miss Kingdon read any books during the last months?  
 Have they ever eaten an apple-pie?  
 Has Mr. Cornell understood everything?  
 Have they learnt anything in this lesson?  
 Have you written down all these questions?  
 Has she read the first three sentences on p.8?  
 Has Mr. Ripman given the chalk back to me yet?  
 Have they walked slowly to the window?  
 Has anybody watched T.V.?

#### The use of stress with auxiliary and modal verbs

The use of stress with auxiliaries has been practised in special drills. In this section a general rule can be given summarizing the above instances.

Auxiliary and modal verbs are usually unstressed and represented in their reduced forms. There are some cases, however, in which they are stressed.

1. In affirmative statements if emphasis is introduced.

The stressed auxiliary has a changed pitch, usually a fall,  
or fall-rise.

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I have to do it. /æt hæv tə ɪdu ɪt /

You are wrong. /ju ə ɪrɒŋ /

2. In contracted negatives:

It can't be true.

He doesn't work.

It isn't ten o'clock yet.

You mustn't do it.

3. In the interrogatives:

Does he do it?

Can I do it?

Have I got to wear it?

Is it late?

4. In short answers to questions when the notional verb is suppressed:

Yes, I can.

Yes, he does.

No, he isn't.

### The pronunciation of the possessive pronouns

Possessive pronouns have two forms, namely the dependent (or conjoint) form and the independent (or absolute) form.

The conjoint form is used when a possessive pronoun comes before the noun it modifies. The absolute form is used when the possessive pronoun does not modify any noun and it actually ends the sense-group. The absolute forms are formed by adding s to the conjoint form which is pronounced as /z/ after the voiced consonants and vowels (with the exception of the first person singular: my - mine). Possessive pronouns are not stressed, but the absolute forms which end sen-

se-groups, though not stressed, are said in their full form  
 e.g. a friend of hers /ə'frend əv hɜ:z/ ..  
 a book of theirs /ə'buk əv ðeəz/

Review, exercises on all sounds and sound combinations

Pronounce the following sentences using proper stress and intonation patterns.

Stress patterns

N 242 Key example: He drinks his tea at night.

Stress pattern: - / - / - /

- I think he wants to go.
- It's not the one I want.
- The train is very late.
- He goes to work in time.
- The roads are very dark.
- The girl is rather dull.

N 243 Key example: I meant it for justice and peace.

Stress pattern: - / - - / - - /

- It doesn't much matter to Nick.
- The baby will say what I want.
- The envelope hasn't a stamp.
- We want you to manage him now.
- I've taken my coat to be cleaned.

R 244 Key example: We stopped in the yard to be seen by him.

Stress pattern: - / - - / - - / - -

- I told him to wait in the corridor.
- The ambulance took him to hospital.

He looked for a stick to defend himself.

She promised to carry it carefully.

I wonder if David has heard of it.

You must have it ready by Saturday.

N 245      Key example: I'll call your son if Richard's in  
 for tea.

Stress pattern: - / - / - / - - - /

I'd like a lump of sugar in my tea.

The brothers came when Joe was in the room.

He wanted Sid to listen to his song.

We'll get a car for father when he comes.

The woman tossed and whiapered in her sleep.

Review of the personal pronouns (the nominative and objective case) in larger sequences.

Be careful not to stress the personal pronouns.

Key example: He started to talk to me.

Stress pattern: - / - - / - -

N 246

She wanted to write to me.

Perhaps you'll have heard of it.

I managed to frighten her.

N 247      Stress pattern: - / - - / - - -

I wanted to write about it.

It's better to speak about it.

He offered a ticket to me.

This isn't quite the moment for it.

Buy a red jacket for me.

She gave my pyjamas to him.

Pronounce the following imperative sentences using proper stress and intonation patterns

N 248 Key example: Fill it up to the top!

Stress pattern: / - - - - /

Show him up to his room!

Throw it into the fire!

Ask them where they have been!

Sing me another song!

Tell him I'm in the club!

### Exercises

#### I. Transcribe the following words:

admirable, marvel, mischievous, alterable, metaphoric, barbarous, jealous, metaphor, polysyllabic, fashionable, prehistoric, occasion, reception, precision, answerable.

#### II. Account for the pronunciation of the following words:

mischievous, symbolic, admirable, relation, occasion.

#### III. Make these sentences interrogative and then negative:

Mr. Hobson has written a letter.

Helen has given the chalk back to me.

Frank has lived here all his life.

I have done some homework this week.

Andrew has written down too many exercises in this lesson.

Lawrence has rested in the garden very well.

I have already drunk three cups of coffee.

They have discovered all these questions thoroughly.

#### IV. Transcribe the above sentences /exercise N3/, indicate stress and intonation.

#### V. Use the following words and phrases in sentences of your own:



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to do with precision, a usual division, to be meant for, a  
lazybones, black and nasty, to be in time, under pressure,  
to mispronounce, a colour slide, dumb and deaf, a cup and a  
saucer, stranger, overcrowded, to unfold something, to lend  
something, to help oneself to.

VI. Turn these sentences into disjunctive questions. Use correct stress and intonation patterns:

- I'm doing the best I can ...
- They don't let us down often ...
- He could come on afterwards ...
- He doesn't really mean it ...
- He ought to have known better ...
- You're surely not frightened ...
- It's the one you asked for ...
- You can give me more than one ...
- He doesn't take any notice of her ...
- She is quite good-looking ...
- You needn't be so proud of it ...
- It's nothing to do with you ...

VII. Write down ten alternative and ten special questions, mark stresses and intonation.

VIII. Memorise the following short story. Transcribe it and indicate stress and intonation, find cases of sound modification:

He Knew Another

- Have you noticed that in the English language there is only one word in which su at the beginning of the word is pronounced /ʃv /?
- Really? What is the word?
- Sugar.

- Are you sure?

IX. Memorise the following poem:

Rainstorm

Pitter pat	From your feet
Pitter pat	Curtaains flutter
Rain is falling	Close the shutter,
On my hat	Let the rain
Come in Betty,	Beat in vain
Come in Letty,	On your roof
Wipe the sleet	Waterproof!

X. Answer the following questions:

1. Which adjective forming suffixes do you know?
2. Which of these suffixes cause the shifting of stress?
3. When is the auxiliary have stressed?
4. When are auxiliary and modal verbs represented in their reduced forms?
5. Are possessive pronouns stressed?
6. Which of the possessive pronouns are given in their full forms?

Speech sounds are divided into vowels and consonants. When the flow of air coming out from the lungs passes freely through the windpipe, the larynx, the pharynx and at last through the mouth, meeting no obstruction on its way out, we produce vowels. In the case of consonants the flow of air meets no obstruction at a definite place in the speech apparatus.

There are twenty vowel phonemes in English and five in Georgian.

English vowels are divided into simple vowels or monophthongs and complex vowels or diphthongs.

A diphthong is a complex sound consisting of two vowel elements which are pronounced within one syllable. English diphthongs are falling, i.e. the first element in an English diphthong is strong, while the second one is weak. That is why the first element is called a nucleus and the second - a glide.

Monophthongs or simple vowels are more or less stable, i.e. they do not noticeably change their articulation, as  
 i: ɪ, e, æ, a; ʌ, ɒ; u: ʊ, ɜ: ʒ<sup>1)</sup>

The English vowels, from the articulatory point of view, are classified according to the following principles:

1. Tongue positions.

a) The horizontal (or backward and forward) movements of the tongue produce three definite classes of vowels: front, back and mixed in English.

1/ The vowels i:, u: are pronounced by most English speakers of R.P. (Received Pronunciation) as diphthongoids, i.e. as vowels which slightly change their articulation.



b) The vertical movement of the tongue in English gives three main heights: high, mid and low.

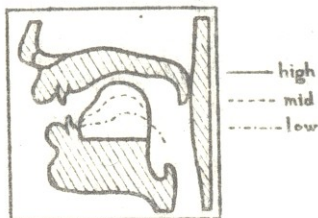
The vertical movement of the tongue is accompanied by the lowering or raising of the lower jaw, consequently high and low vowels are closed and open respectively. Mid vowels are half-open for they occupy the place intermediate between them. According to this principle vowels are divided into: (1) high, such as: i: , I , u: , U , iə , Uə ; (2) mid, such as: , e , ɜ: , ə , ʌ , əv , ɛə , eɪ ; (3) low, such as: æ , ɑ: , ɔ: , ɔɪ , aɪ , aʊ .

Now we can observe that vertical movement of the tongue yields a further subdivision of the three main tongue-heights. The English i: , u: though belonging to the class of high vowels along with short I , U are produced with the tongue raised somewhat higher than in case of the corresponding short ones. Hence they are divided into narrow i: , u: , ɜ: , ɔ: and broad I , U , ə , ʌ variations respectively.

Historically the long vowels i: , u: , ɜ: , ɔ: (with the exception of ɑ: ) are of narrow variation, the short vowels I , ə , U , ʌ are of broad variation.

Georgian students of English should be carefully instructed not to mix up the distinctions between narrow and broad variations, between front and front-retracted vowels.

In English these differences are used to distinguish words and their forms, e.g. seat /si:t / - sit /sɪt/; pool /pu:l / - pull /pʊl/; cork /kɔ:k / - cock /kɒk/.



2. According to the position of the lips vowels are divided into: labialized or rounded:  $ʊ$ ,  $u$ ,  $ɔ$ ,  $ɒ$ ,  $oʊ$ ,  $oɪ$  unlabialized or unrounded:  $i$ ,  $ɪ$ ,  $e$ ,  $æ$ ,  $ɜ$ ,  $ɛ$ ,  $ʌ$ ,  $ɑ$ ; and  $ɪə$ ,  $ɛə$ ,  $əɪ$ ,  $aʊ$ ,  $eɪ$  (according to the nuclei of the diphthongs).

In the articulation of the rounded vowels, lips are more or less rounded. In the articulation of unrounded vowels, lips are spread or neutral.

3. According to their length the vowels are divided into long and short ones. All the diphthongs are considered to be long and from that point of view they are grouped with historically long vowels:  $i$ ,  $u$ ,  $ɔ$ ,  $ɑ$ ,  $ɜ$ .

#### CLASSIFICATION OF ENGLISH CONSONANT

##### PROBLEMS

In the articulation of consonant sounds, the flow of air meets some kind of obstruction formed by the organs of speech. There are twenty-four consonant phonemes in English.

Consonants are classified according to the following principles: 1) the manner of forming obstruction; 2) the place of articulation; 3) the work of the vocal chords; 4) the position of the soft palate.

1) According to the manner of forming obstruction consonants are divided into the following groups: occlusives p, b, t-d, k-g, constrictives f-v, s-z,  $\int$ - $\zeta$ ,  $\theta$ - $\delta$ , h-, occlusive-constrictives and rolled (or trilled) consonants.

1. While pronouncing an occlusive consonant the organs of speech form a complete obstruction (i.e. the air passage is completely blocked). Then the organs of speech are quickly released producing a kind of explosion.

The English occlusive consonants are: p, b, t, d, k, g, m, n,  $\eta$ .

They are divided into noise occlusives (plosives or stops): p, b, t, d, k, g, and occlusive sonorous sounds: m, n,  $\eta$ .

2. Constrictive Consonants. While pronouncing constrictives the articulating organs form a narrowing or an incomplete obstruction.

The English constrictives are: f, v, s, z,  $\theta$ ,  $\delta$ ,  $\int$ ,  $\zeta$ , h, l, r, w, j.

Constrictives are further subdivided into still minor groups, noise constrictives (when the air passage through the narrowing produces friction): f, v, s, z,  $\theta$ ,  $\delta$ ,  $\int$ ,  $\zeta$ , h, and constrictive sonorous sounds (when the air passage through a somewhat broad narrowing does not produce friction): l, r, w, j.

3. We have another class of consonants called occlusive-constrictive or affricates:  $t\int$ ,  $d\zeta$ . In the articulation of these consonants the fore part of the tongue (against the front part of the hard palate) forms a complete obstruction which is followed by a gradual release. Consequently at the end of their pronunciation we have friction. Hence the beginning of an occlusive-constrictive reminds us of a pure oc-

clusive while the end or release is that of a constrictive.

4. Rolled or trilled consonants are produced by the tip of the tongue vibrating in a stream of air. There are no rolled consonants in English.

2) According to the place of articulation consonants are divided into the following groups:

1. Bilabial (produced by the lips): the English p, b, m, w.

2. Labio-dental (produced by the lower lip against the upper teeth): -f, v.

Forelingual consonants are articulated by the tip or blade of the tongue.

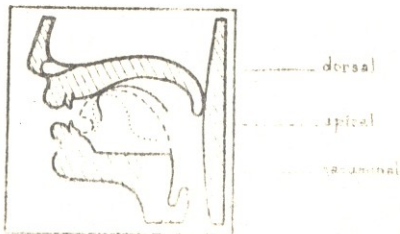
If the consonants are articulated by the tip of the tongue, we call them apical.

If the tip of the tongue is slightly curled back, the consonant produced is cacuminal (e.g. the English r).

If on the other hand they are articulated by the blade of the tongue they are called dorsal.

All the English forelingual consonants are apical.

THE POSITION OF THE TIP OR BLADE OF THE TONGUE WHILE PRONOUNCING FORELINGUAL CONSONANTS





3. Forelingual apical dental (produced by the tip of the tongue against the upper teeth):  $\theta, \delta$ .

4. Forelingual apical alveolar (produced by the tip of the tongue against the alveoli):  $t, d, n, s, z, l$ .

5. Forelingual apical palato-alveolar (produced by the tip of the tongue against the alveoli and the front of the tongue against the hard palate):  $tʃ, dʒ, ʒ, ʃ$ .

6. Forelingual dorsal dental (produced by the blade of the tongue against the upper teeth):

7. Forelingual dorsal alveolar (produced by the blade of the tongue against the teeth-ridge)

8. Forelingual cacuminal post-alveolar (produced by the tip of the tongue curled back against the back part of the alveoli): the English  $r$ .

9. Mediolingual (produced by the front of the tongue against the hard palate): the English  $-j$ .

10. Backlingual consonants (produced by the back of the tongue against the soft palate): the English  $-k, g, ŋ$ .

11. Pharyngeal (produced in the pharynx): the English  $-h$ .

3) According to the work of the vocal chords consonants are divided into voiced and voiceless ones.

The English voiced consonants are:  $b, d, g, dʒ, m, n, ŋ, v, \delta, z, w, r, ʃ, l$ .

The English voiceless consonants are:  $p, t, k, f, s, h$ .

4) According to the position of the soft palate consonants are divided into the mouth consonants (when the soft palate is raised) and nasal consonants (when the soft palate is lowered).

The English nasal consonants are:  $m, n, ŋ$ .



## SPOT

1. This is Spot. He's a fine puppy with spots.
2. In the picture we see a shepherd. There are green pastures where the sheep are grazing. The shepherd is playing the pipe. There is a big dog, Spot's mother, sitting on the right of his master. She is a sheep-dog. Her name is Tock. On the left there is a goat.

The animals seem to be listening to the sweet sounds of the shepherd's pipe.

3. Tock and Spot are standing with their tails curled up. They are on their guard. They are ready to defend the flock from real or imagined enemies.
4. The shepherd is standing. The goat is surveying the beautiful view. On the right we see two frogs; they have just now jumped out of the pool. Spot is running towards them; he has never seen such creatures. Spot is inquisitive; he wants to know everything.
5. Spot is looking at the frog: "What is it? What a funny creature!"
6. The frog got frightened and ran away. Now it is jumping down into the gorge. Spot is going after the frog. Some stones and rocks are falling down too.
7. In the gorge a wolf has been sleeping. The frog and Spot are falling upon the wolf.
8. Spot is scared to death. He's standing with his tail between his legs and is trembling all over. Spot is whining miserably.
9. The bewildered wolf has run away. Proud and victorious Spot is standing alone. He's barking like a big good dog.
10. The sheep are peering down into the gorge, they have heard Spot's barking and think that the wolf has frightened

Spot.

11. There's Spot surrounded by the sheep. They are sure Spot has driven away the wolf. Spot is awfully proud, thinking that he is the bravest dog in the world.

12. The shepherd has taken Spot in his hands; he's caressing him. Tock, the mother dog, the goat and some sheep are very pleased with Spot's exploits.

13. Spot has become conceited, because they have praised and caressed him too much. There he is standing full of conceit, with his tail upturned, having an air of importance.

14. Spot is happy, sitting on his master's shoulders; his eyes are closed and he's thinking.

15. Spot is among the sheep; he thinks he's the most courageous dog, so he and not the goat should be at the head of the flock.

16. Spot sees his reflection in the water. He seems to like it.

17. Spot is advancing alone; he has overtaken the goat and has taken another path. Evidently, he thinks he's the leader of the flock and is taking it to new pastures.

18. The shepherd, the goat and Tock are looking for the puppy. They are calling him.

19. But they are calling him in vain. Spot is not to be seen.

20. We see Tock walking alone. The obstinate puppy is not aware that he has lost his way and is far away from the flock.

21. Now he seems to be aware of the fact. He is scared. He looks very unhappy with his tail between his legs. A little distance off we see the wolf's den.

22. We see the wolf in the picture. He's showing his sharp

- fangs. He's growling.
23. The wolf has seized the puppy and is running away.
24. The rescue party, consisting of the shepherd, the mother dog and the sharp-horned goat, is in a hurry to rescue the puppy.
25. The wolf with Spot in his mouth is running very fast. Fock is overtaking him.
26. The shepherd is firing his gun. The bullet has hit the wolf in the head.
27. The wolf is lying dead. The wolf has dropped the puppy. Fock is running up to Spot.
28. Fock is licking the half-dead puppy, that is lying in the middle of the road.
29. The shepherd is holding the trembling puppy. He's reproving Spot who has been so foolish and has nearly been eaten up by the wolf.
30. The master has pressed Spot to his breast. The puppy's paws are on the shepherd's shoulders. He feels very comfortable and looks happy.
31. The flock is going ahead after their leader, the goat. The shepherd, the mother dog and the puppy are bringing up the rear. The shepherd is playing his reed-pipe.
32. We see the same idyll. The shepherd is playing the pipe. Fock's at his master's feet. Spot has found a cosy place for himself near his mother. He looks shy and obedient. He has had a good lesson. Now he's wiser and he knows that he should listen to the grown-ups and should never be naughty.

Palla Ball

Maud bought a ball  
For Pall  
Naughty Pall  
Threw the ball  
Over the wall.  
We heard it f ll  
It fell in the lake  
Where the ice had thowed  
No more balls for Pall  
Said Maud.

Blue Balloon

Benjamin Blake  
Bought a blue balloon  
And blip, blip, blip  
He flew to the moon.  
Said Ben  
I'd better get back  
Pretty soon  
As bomp, bomp, bomp  
He bounced on the moon.  
But he didn't get  
Back for the blue balloon.  
Went beng, beng, beng,  
As it hit the moon  
Bother, said Ben  
Must I live on the moon  
Till somebody



Comes with another balloon?

A Bird's Song

Make not a murmur	Goes she yearn for
Nor utter a word	The spring's return
But listen a while	Or is she stired by a call
To the song of the bird.	She's heard?
She is high in the fir-tree	Make not a murmur
And over the earth	Nor utter a word
Is it a song of sadness	But listen a while
Or mirth?	To the song of the bird.

Goldilocks

Said the little brown bear  
 "I don't think it's fair  
 Someone has sat in  
 And broken my chair".  
 Goldilocks heard  
 And she ran down the stair  
 "Oh, stop little girl"  
 Cried the little brown bear.  
 "Oh, stop, I'll forgive you  
 For breaking my chair.  
 Don't hurry away  
 And I'll give you  
 A pair of pretty blue ribbons  
 To wear in your hair.  
 But Goldilocks ran  
 And she never would dare  
 Go back to the house  
 Of the little brown bear.

### My Family

My sister's called Elizabeth  
And Mathew is my brother,  
I'll tell you too  
The names of both  
My father and my mother.  
My father's Stanly Andrew Black  
And Mother's Nansy May,  
But he says Nan  
And she says Stan  
Which makes them quick to say.  
My name is Daniel  
Dan for short  
Though Mother calls me laddy  
Our cat is Tibs  
And last of all  
Our little dog is Paddy.

### The Weerle

A weerle went to the well  
For water but in he fell.  
A water-rat swimming about  
Helped the weerle out.  
"I'm wet" the weerle said  
"I'm wet from toe to head"  
"The well was wide and deep"  
Said the water-rat  
"Do not weep  
You soon be warm in bed  
With a wooly over your head".



Vain Vera

Vera made a velvet hat  
 To wear upon her head  
 Upon the velvet hat  
 She wore a veil of vivid red.  
 Vera made a velvet gown  
 It had a velvet train  
 "I love my hat and gown"  
 She said  
 Vera's very vain.

Money

I'd like to make some marmalade  
 And Jam  
 I'd like to make an omelette  
 With ham  
 I'd like to make a flan  
 With milk and honey  
 But most of all  
 I'd like to make  
 Some money.

Mad ride

David tried to ride his donkey  
 Up and down a ladder  
 "Which of us" the donkey said  
 Is mad  
 And which - the ladder".



Slippery Ice

See simple Sam upon the ice  
 So slippery, and smooth and nice  
 He slips and plides  
 And slides and slips  
 But simple Samy  
 Seldom trips  
 The ice is smooth  
 As smooth can be  
 That's why I do not trip  
 Said he.

My six Pence

I lost my little six pence  
 I hunted in the rain  
 It wasn't in the daisies  
 It wasn't in the lane  
 I couldn't find my six pence  
 It wouldn't show its face  
 It didn't seem as if  
 I could find its hiding place.  
 Then just as Mother said  
 "Dear, you really mustn't fret  
 Come in and leave the six pence  
 You shouldn't get so wet".  
 I saw the shining silver  
 It hadn't travelled far  
 I caught it up  
 And whispered  
 "My treasure here you are".

Supper

At 6 o'clock the table's laid  
For supper every night  
Each knife is straight  
Beside each plate  
With cup and saucer white  
I take my place and after grace  
They give to me and Mike  
Some home-made bread  
With butter spread  
For that is what we like.  
And then some cake  
They let us take  
It's filled with dates or plums  
It's nice and sweet for us  
To eat before our cocoa cones.  
And when we finish  
Mike and I must quietly seat  
And wait till Mother's in  
"Now off to bed  
It's getting late".

Cats

Of all the birds  
And beasts I see,  
Cats are the animals  
For me.  
Their claws are sharp,  
But bear in mind  
They will not scratch  
If you are kind.  
Their fur is clean  
And soft and sleek,  
For mice and rats  
They like to seek;  
And if they're never  
Chased or teased,  
They purr aloud  
To show they're pleased.  
They jump so gently  
From a wall  
You do not hear  
Their feet at all.  
They have a dainty way,  
I think,  
Of lapping what  
They wish to drink.  
Although I'm fond  
Of all the rest,  
Cats are the ones  
I like the best!

Dialogue one

Mr Ford: Good afternoon, Mrs Davis.

Mrs Davis: Good afternoon, Mr Ford.

Mr Ford: How are you today?

Mrs Davis: I'm very well, thank you. And you?

Mr Ford: I'm fine, thanks.

Mr Ford: How is Mr. Davis?

Mrs Davis: He's fine, thanks.  
 How is Mrs Ford?

Mr Ford: She 's very well, too,  
 Mrs Davis.

Mr Ford: Goodbye, Mrs Davis.  
 Nice to see you.

Mrs Davis: Nice to see you, too,  
 Mr Ford. Goodbye.



Dialogue two

Mrs. Brown: What colour's your new dress?

Mrs White: It's green.



Mrs White: Come upstairs and see it

Mrs Brown: Thank you.



Mrs White: Look!

Here it is!

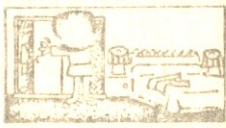
Mrs Brown: That's a nice dress.

It's very smart.



Mrs White: My hat's new, too.

Mrs Brown: What colour is it?



Mrs White: It's the same colour.

It's green, too.



Mrs Brown: That IS a lovely hat!



## Dialogue tree

Customs Officer: Are you Swedish?

Girls: No, we are not.

We are Danish.

Customs Officer: Are your friends

Danish, too?

Girls: No, they are not.

They are Norwegian.

Customs Officer: Your passports please.

Girls: Here they are.



Customs Officer: Are these your cases?

Girls: No, they aren't.



Girls: Our cases are brown.  
Here they are.



Customs Officer: Are you tourists?

Girls: Yes, we are.



Customs Officer: Are your friends  
tourists too?

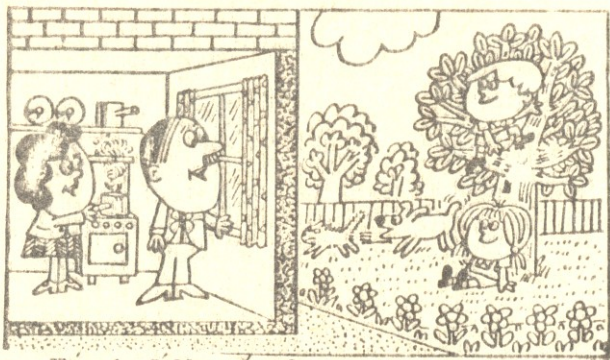
Girls: Yes, they are.



Customs Officer: That's fine.  
Thank you very much.



Dialogue four



Jean: Where's Sally, Jack?

Jack: She's in the garden, Jean.

Jean: What is she doing?

Jack: She's sitting under the tree.

Jean: Is Tim in the garden, too?

Jack: Yes, he is.  
He's climbing the tree.

Jean: I beg your pardon?  
Who is climbing the tree?

Jack: Tim is.

Jean: What about the dog?

Jack: The dog's in the garden, too.  
It's running across the grass.  
It's running after a cat.

Dialogue five

John: What are you going to do with that vase, Mary?



Mary: I'm going to put it on the radio, John.



John: Don't do that. Give it to me.



Mary: What are you going to do with it?

John: I'm going to put it here, in front of the window.



Mary: Be careful! Don't drop it!



Mary: Don't put it there, John. Put it here, on this shelf.



John: There we are! It's a lovely vase.

Mary: Those flowers are lovely, too.



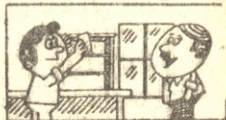


Dialogue six

Fred: You're working hard George.

What are you doing?

George: I'm making a book-case.



George: Give me that hammer please, Fred.

Fred: Which hammer?

This one?



George: No, not that one.

The big one.



Fred: Here you are.

George: Thanks, Fred.



Fred: What are you going to do now,  
George?

George: I'm going to paint it.



Fred: What colour

are you going to paint it?

George: I'm going to paint it pink.

Fred: Pink!

George: This book-case isn't for me.

It's for my daughter, Susan.

Pink's her favourite colour.





Dialogue eight

Butcher: Do you want any meat today,  
Mrs Bird?

Mrs Bird: Yes, please.



Butcher: Do you want beef or lamb?

Mrs Bird: Beef, please.



Butcher: This lamb's very good.

Mrs Bird: I like lamb,  
but my husband doesn't.



Butcher: What about some steak?

This is a nice piece.

Mrs Bird: Give me that piece please.



Mrs Bird: And a pound of mince, too.



Butcher: Do you want a chicken, Mrs Bird?

They're very nice.

Mrs Bird: No, thank you.



Mrs Bird: My husband likes steak,  
but he doesn't like chicken.

Butcher: To tell you the truth, Mrs  
Bird, I don't like chicken,  
either!



Dialogue nine

Hans: Where do you come from?

Jim: I come from England.

Hans: What's the climate like  
in your country?



Jim: It's mild,  
but it's not always pleasant.

Jim: The weather's often cold in the  
North and windy in the East.  
It's often wet in the West  
and sometimes warm in the South.



Hans: Which seasons do you like best?

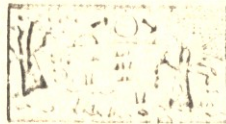
Jim: I like spring and summer.

The days are long  
and the nights are short.  
The sun rises early  
and sets late.



Jim: I don't like autumn and winter.

The days are short  
and the nights are long.  
The sun rises late  
and sets early.  
Our climate is not very good,  
but it is certainly interesting.  
It's our favourite subject  
of conversation.



Dialogue ten

Lady: I want some envelopes, please.

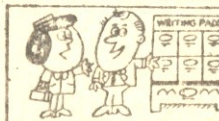
Stationer: Do you want the  
large size, or the small  
size?

Lady: The large size please.



Lady: Have you any writing-paper?

Stationer: Yes, we have.



Stationer: I haven't any small pads.  
I only have large ones.  
Do you want a pad?

Lady: Yes, please.



Lady: And I want some black  
ink and some glue.

Stationer: A bottle of ink  
and a bottle of glue.



Lady: And I want  
a large box of chalk, too.

Stationer: I only have small boxes.  
Do you want one?

Lady: No, thank you.

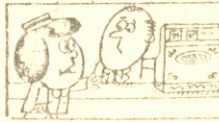
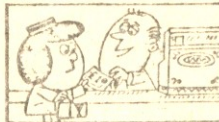


Stationer: Is that all?

Lady: That's all, thank you.

Stationer: What else do you want?

Lady: I want my change.





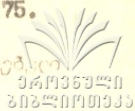
broken /brəʊkən/ - խզխուզված  
 bulk of tongue /'bɜːk əv ðə 'tʌŋ/ - լեզուի անկյուն

C

cucuminal /hə'kjʊːnənəl/ - լեզուի ծայրագույն  
 cavity /'kævɪtɪ/ - օղջ  
 central /'sentrəl/ - կենտրոնական  
 character /'kærɪktə/ - բնույթ  
 classification /klæsɪfɪ'keɪʃən/ - դասակարգում  
 close vowel /'kloʊz vəʊəl/ - բացօթյան ծայրագույն  
 closed syllable /'kloʊzɪd 'sɪləbəl/ - բացօթյան ծայրագույն  
 closure /kloʊzɪ/ - օղջ  
 cluster /klʌstə/ - խումբ  
 command /kə'mɑːnd/ - ծածկոց  
 complex /'kɒmpleks/ - ռազմ  
 complete /kəmplɪt/ - ամբողջ  
 complete obstruction /kəmplɪt əb'strʌkʃən/ - ամբողջ բացօթյան  
 completely blocked /kəmplɪtli blɒkt/ - ամբողջով բացօթյան  
 component /kəm'pəʊnənt/ - խմբակցում, խմբիկ, մաս  
 connected speech /kə'nektɪd 'spi:tʃ/ - լեզուի ձևաբանություն  
 consonant /'kɒnsənənt/ - ձայնասանդակ  
 constrictive sonorous sound /kən'strɪktɪv sə'nɒrəs saʊnd/ -  
 ձայնասանդակի անհարմար ձայն

D

dental /dentl/ - լեզուի ծայրագույն  
 descending scale /dɪ'sendɪŋ 'skeɪl/ - լեզուի ծայրագույն  
 determine /dɪ'tɜːmɪn/ - որոշում  
 devoiced /dɪ'vɔɪst/ - անհարմար  
 diphthong /'dɪfθɒŋ/ - ձայնասանդակ  
 direction /dɪ'rekʃən/ - ուղղություն



- distinctive /dis'tɪŋktɪv/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ, ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 dorsal /dɔ:sl/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 downward curve /'daʊnwəd 'kɜ:v/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ

## B

- element /'eləmənt/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 emotion /'ɪməʊʃən/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 emotional colouring /'ɪməʊʃənəl 'kɔ:lərɪŋ/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 emphatic intonation /ɪm'fætɪk ɪntəʊneɪʃən/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 end /end/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 equally /'i kwəli/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 exclamation /'ekskləmeɪʃən/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 exclamatory sentence /eks'klæmətərɪ 'sentəns/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 explosion /ɪks'plɔ:ʒən/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ

## F

- falling tone /'fɔ:lɪŋ 'təʊn/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 flat /flæt/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 flat narrowing /flæt nə:əʊnɪŋ/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 flow of air /'fləʊ əv eə/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 fluent /'flu:ənt/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 focus /'fəʊkəs/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 forelingual /'fɔ:lɪŋgwəl/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 forelingual apical alveolar /'fɔ:lɪŋgwəl 'æpɪkl 'ælvɪələ/ -  
 ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 forelingual apical dental /'fɔ:lɪŋgwəl 'æpɪkl 'dentl/ -  
 ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 forelingual apical palato-alveolar /'fɔ:lɪŋgwəl 'æpɪkl 'pælətəʊ  
 /'ælvɪələ/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ  
 forelingual alveolar post-alveolar /'fɔ:lɪŋgwəl 'kɔ:kjə rɪʊəl  
 /'pɔ:st 'ælvɪələ/ - ԲՈՒՆԻՆԻՍՏԱՆՈՒԹՅԱՆ





- forward movement /'fɔ:məd'mu:vmənt/ - ԳՅԸ ԾԻՊՈՅ
- free stress /'fri:stres/ - ԾԻՊՈՅՁԵ, ԾԱՅԽՆԵԿԱՐԾ ԳՅԸ ԾԻՊ
- fricative /'fri:kətɪv/ - ԳՆԶԱԾԱՅՁԵ
- friction /'fri:kʃən/ - ԳՅՈՂՈՑ
- front /frʌnt/ - ԲԻՈՑ
- front retracted /'frʌnt rɪ'træktəd/ - ԲԻՅՑ ԾՈՑՈՑ ԶԻՆՑ ԶԱՅՈՒՅՐ
- front position /frʌnt pə'zɪʃən/ - ԲԻՅՑ ԶԱՅՈՑՈՑ
- function /'fʌŋkʃən/ - ԳՅՆՑՈՑ

G

- general question /'dʒenərəl 'kwɛstʃən/ - ԾԻՊՁԱՐ ԶՈՒՄՁԵ
- glide /glɑɪd/ - ԶՈՒՄՁԵ
- glottal stop /'glɒtl 'stɒp/ - ԾԻՊՈՑՆԵՂՈՂՈՂ ԾԱՅԽ
- glottis /'glɒtɪs/ - ԶՈՒ
- gradually /'grædʒuəlɪ/ - ԳՆԶԵՆԱՅԻՄՁԵ

H

- hard palate /'hɑ:d 'pælt/ - ԾԱՅՁՈՒ ԿՈՑԻ
- height /'haɪt/ - ԿՈՒՅՁԵՂ
- high /'haɪ/ - ԾԱՅՁԵ
- half-long /'hɑ:f 'lɒŋ/ - ԿՈՒՅՁՈՒՄ ԶՈՒՄՁԵ

I

- incomplete obstruction /ɪn'kɒm.pli t'æb'strækʃən/ - ԾԱՅՁՈՒՅՐ ԿՈՒՅՁՈՒՄ
- initial syllable /ɪ'nɪʃəl 'sɪləbəl/ - ԿՈՒՅՁՈՒՄ ԾԱՅՁՈՒՅՐ
- intermediate /ɪn'tɜ:mi:diət/ - ԶԱՅՁՈՒՄ ԶՈՒՄՁԵ
- intonation /ɪn'təʊneɪʃən/ - ԾԱՅՁՈՒՅՐ
- involocative position /ɪn'vɒləʊkətɪv pə'zɪʃən/ - ԿՈՒՅՁՈՒՄ



modification /'mɒdɪfɪ'keɪʃən/ - ცვლილება

modifier /'mɒdɪfɪə/ - მსაზღვრელი

monophthong /mɒnə'fθɒŋ/ - მონოფთონგი

mouth /maʊθ/ - პირი

mouth cavity /'maʊθ'kævɪtɪ/ - პირის ღრუ

mouth consonant /'maʊθ'kɒnsənənt/ - პირისმიერი თანხმოვანი

## N

narrow variation /'nærəʊ vɛəri'eɪʃən/ - ვიწრო სახესხვაობა

narrowing /'nærəʊvɪŋ/ - ნაპრობი

nasal cavity /'neɪzəl'kævɪtɪ/ - ცხვირის ღრუ

nasal consonant /'neɪzəl'kɒnsənənt/ - ცხვირისმიერი თანხმოვანი

nasal sonant /'neɪzəl'səʊnənt/ - ცხვირისმიერი სონანტი

neutral /'nju:trəl/ - ნეიტრალური

noise /nɔɪz/ - ჩუბი

noise consonant /'nɔɪz'kɒnsənənt/ - ჩუბიერი თანხმოვანი

noise occlusive /'nɔɪz'ɔklu:sɪv/ - ხმული ჩუბიერი

nucleus /'nju:kliəs/ - ბირთვი

## O

obstruction /əb'strɒkʃən/ - დაბრკობა

occlusive consonant /ə'klu:sɪv'kɒnsənənt/ - ხმული თანხმოვანი

occlusive sonant /ə'klu:sɪv'səʊnənt/ - ხმული სონანტი

open vowel /'ɔ:pən'vəʊəl/ - ღია ხ უბანი

open syllable /'ɔ:pən'sɪləbəl/ - ღია მარცხელი

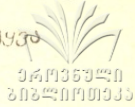
organs of speech /ɔ:'gɑnz əv'spi:tʃ/ - სამეტყველო ორგანოები

orthography /ɔ:'θɔ:grəfi/ - ორთოგრაფია

## P

palate /'pælit/ - საბა

palato-alveolar /'pælətəʊ'ælvɪələ/ - საბა-ბუნისმიერი



- parenthetical word /pærənθetɪkl 'wɔ:d/ - ჩართული სიტყვა
- passage /'pæsɪdʒ/ - გამოსვლა
- pattern /'pætn/ - მოდელი, ნიმუში
- pause /pɔ:z/ - პაუზა
- pharyngeal /fə'riŋgəl/ - ფარინგეალური, იპინინური
- phoneme /'founɪm/ - ფონემა
- pitch /pɪtʃ/ - ტონის სიმაღლე
- place of articulation /'pleɪs əv ɑ:tɪkjʊ'leɪʃən/ - არტიკულაციის ადგილი
- phonemic /'founɪmɪk/ - ფონემატური
- plosion /'plɔ:ʒən/ - სკლოპა
- plosive consonant /'plɔ:ʒɪv 'kɒnsənənt/ - მსკლოპი თანხმოვანი
- position /pə'zɪʃən/ - მდებარეობა
- post alveolar /'pəʊst 'ælvɪələ/ - მუწისუკეთესები
- prefix /'prɪ:fɪks/ - პრეფიქსი
- primary /praɪ'mɛəri/ - პირველადი
- progressive assimilation /prə'gresɪv əsɪmɪ'leɪʃən/ - პროგრესული ასიმილაცია
- prolong /prə'lɒŋ/ - გაგრძელება
- prominent /'prɒmɪnənt/ - გამომჩედი, გამოყვეტილი
- pronunciation /prə'nʌnsɪ'eɪʃən/ - წარმოთქმა
- pr/truded /pra:'tru:di'd/ - პრე-თანხმოვანი

Q

quality /'kwɒlətɪ/ - რეალუბა

R

- range /reɪndʒ/ - დიაპაზონი
- rare /'ræpɪd/ - ჩიანი
- reduced /rɪ'dju:st/ - რეფორმირებული
- release /rɪ'li:z/ - გაწმევა
- retracted /rɪ'træktɪd/ - გაწმევა



rhythm /'rɪðm/ - რიტმი

rhythmic structure /'rɪðmɪk 'strʌktʃə/ - რიტმული სტრუქტურა

rise /raɪz/ - აწევა

rising tone /'raɪzɪŋ 'təʊn/ - ამაღლებული ტონი

rolled consonant /'rɔʊld 'kɒnsənənt/ - გობრუნებული

roof of the mouth /'ru:f əv ðə'maʊθ/ - სახსო

root of the tongue /'ru:t əv ðə'tɪŋ/ - ენის ძირი

round narrowing /'raʊnd 'næʊəɪŋ/ - მრგვალი წაშლადი

rounded /'raʊndɪd/ - მარტივმკვეთი, ცაბრუნებული

### S

secondary /'se:kəndəri/ - მეორეული

sentence stress /'sentəns 'stres/ - ჟრამობრძევი მანკერი

separate /'sepərt/ - ცალკე, ცალკეული

shade of meaning /'ʃeɪd əv 'mi:nɪŋ/ - მნიშვნელობის სხვაობა

shape /ʃeɪp/ - ფორმა

short vowel /ʃɔ:t vaʊəl/ - მკლე ხმოვანი

side of the tongue /'saɪd əv ðə'tɪŋ/ - ენის გვერდი, კიბა

significant /sɪg'nɪfɪkənt/ - მნიშვნელოვანი, მნიშვნელობის აღმწერი

size /saɪz/ - ზომა

slope down /'sləʊp 'daʊn/ - ქვემოთ ჩამოსვლა

slow /sləʊ/ - ნელი

soft palate /'sɔft 'pælt/ - მკიცი სახსო

sonant /'sɒnənt/ - სონანტი

sonorous sound /sə'nɔ:rəs 'saʊnd/ - სურნული ხვეწა

sound /saʊnd/ - ხვეწა

sound combination /saʊnd kəm'bɪ'neɪʃən/ - ხვეწის შეკავშირება

space /speɪs/ - ადგილი

special question /'speʃəl 'kwes'tʃən/ - მკვეთრი კითხვა

speech /spi:tʃ/ - მკვეთრობა

speech apparatus /'spi:tʃ əpə'reɪtəs/ - მკვეთრობის აპარატი

- spread /'spred/ - გასვლა გაწველი /შაგვები/  
 stage /'steɪdʒ/ - სავაჭურო  
 stream of air /'stri:m av'ɛə/ - ჰაერნაკალი  
 stress /'stres/ - მანკილი  
 structure /'straktʃə/ - სარქუტურა  
 succession /sək'seʃən/ - თანმიმდევრობა  
 syllable /'sɪləbəl/ - მარცვლი  
 symbol /'sɪmbəl/ - ნიშანი, გამოსახულება  
 spelling /'spɛlɪŋ/ - მარწიწერა

T

- teeth /'ti:θ/ - კბილები  
 teeth-ridge /'ti:θri:dʒ/ - სივლირარული რქალი  
 tempo /'tæmpo/ - ტემპი  
 tense /'tens/ - დამომული, ნამაპული  
 timbre /'tembrə/ - ტემბრი  
 tip of the tongue /'tɪp av ðe 'tʌŋ/ - ენის წვერი  
 tone /'toʊn/ - ტონი  
 tongue /'tʌŋ/ - ენა  
 transcription /,træns'krɪpʃən/ - ტრანსკრიპცია  
 trilled consonant /'trɪld 'kɒnsənənt/ - ტრირირებული თანხმო-  
 ვანი

U

- unbroken /'ʌn'brɒskən/ - თანწყობილი  
 uncomplete /'ʌnkəm'pli:t/ - არამრული  
 unemphatic /'ʌnɪm'fetɪk/ - არაეფატიური  
 unicentral /'ju:nɪ'sentrəl/ - ერთკერძობიანი  
 uninterrupted /'ʌnɪnte'rʌptɪd/ - თანწყობილი  
 unstressed /'ʌn'strest/ - არმანკილი  
 unlabialized /'ʌn'leɪbiəlaɪzɪd/ - არლაბიალიზებული  
 upper lip /'ʌpə'li:p/ - ზედი ჰაპი

upper jaw /'ʌpə'dʒɔ:/ - ზედა ყბა  
utterance /'ʌtərəns/ - გამოთქმვაში  
uvula /'ju:vjulə/ - ნაჭი

V

verb /vɜ:b/ - ზმნა  
velar /'vi:lə/ - უკანა სასისმიერი  
vibrate /vaɪ'breɪt/ - ვიბრირება, თრთოლვა  
vocal chords /vəʊkəl 'kɔ:dz/ - სახმო ხიმები  
voice /vɔɪs/ - ხმა  
voiced sound /'vɔɪst 'saʊnd/ - მჟღერი მკერა  
voiceless sound /'vɔɪslɪs 'saʊnd/ - ყრუ მკერა  
vowel /'vaʊəl/ - ხმოვანი

W

windpipe /'wɪndpaɪp/ - სასუნთქი მილი  
word stress /'wɜ:d 'stres/ - სიტყვის მადვილი

VOCABULARY



A a

- abate /ə'beɪt / v. - შესუსტება, შემიწირება  
 about /ə'baʊt / pr. - შესახებ  
 able /eɪbl / a. - შემძლე, უნარიანი  
 abnormality /æbnɔ:'mæltɪ / n. - არანორმალურობა  
 abstract /æbs'trækt / n. - ნაწყვეტი  
 absurd /əb'sɜ:d / a. - აბსურდული  
 accidental /æksɪ'dentl / a. - 1. შემთხვევითი 2. მეორესხარის-  
 ხოვანი  
 account /ə'kaʊnt / n. - ანგარიში  
 accumulation /ækju:mju'leɪʃən / n. - დაგროვება  
 accuracy /'ækjʊrəsi / n. - სიზუსტე, სისწორე  
 accurate /'ækjʊrət / a. - ზუსტი, სწორი  
 acquire /ə'kwɪə / v. - შეძენა, დაუფლება  
 acreage /'eɪkərɪdʒ / n. - მიწის ფართობი, გამოსახული აკრებში  
 act /ækt / n. - მოქმედება  
 active /'æktɪv / a. - აქტიური  
 actor /'æktə / n. - მსახიობი  
 actual /'æktʃʊəl / a. - ფაქტობრივი, არსებითი  
 add /æd / v. - დამატება  
 address /ə'dres / v. - მიმართვა  
 adult /ə'dʌlt / a. - მოზრდილი  
 advantage /ədva:'ntɪdʒ / n. - უპირატესობა  
 adventure /ədventʃə / n. - თავგადასავალი  
 afraid (to be afraid) /tə be ə'freɪd / v. - შეშინება /შე-  
 შინის ღონა  
 afterwards /'ɑ:ftəwɜ:d / adv. - შემდეგ, მოგვიანებით  
 again /ə'geɪn / adv. - კვლავ  
 against /ə'geɪnst / pr. - პირდაპირ, საწინააღმდეგო  
 aim /eɪm / n. - მიზანი



air /eə / n. - օդեր

ale /eɪl / n. - ըր

allow /ə'laʊə / v. - թույլտն զարագ, ճոնն ռոգրն

almost /ə:'lmoʊst / adv. - տոյնն

alongside /ə'loʊ'saɪd / adv. - ձրորը-ձրորը

aloud /ə'laʊd / adv. - նննն

always /ə:'lweɪz / a. - լոլոլոլոլոլո

amaze /ə'meɪz / v. - ձոլոլոլոլոլո, ձոլոլոլոլոլո

ambulance /'æmbjʊləns / n. - նննննն ձոլոլոլոլոլո ձոլոլոլոլո

angle /æŋɡl / n. - ձոլոլո

angry /'æŋɡrɪ / a. - ձոլոլոլոլոլո

ankle /'æŋkl / n. - ձոլոլո

another /ə'nʌðə / a. - ննն

answer /'ɑ:nsə / n. - ձոլոլոլո

any /enɪ / pr. - ձոլոլոլոլո, ձոլոլո

apart /ə'pɑ:t / adv. - ձոլոլոլոլոլոլոլո

appaling /ə'pɔ:lɪŋ / a. - ձոլոլոլոլոլո

appear /ə'pɪə / v. - ձոլոլոլոլո

apple /'æpl / n. - ձոլոլո

apple-pie /'æpl'paɪ / n. - ձոլոլո ձոլոլոլոլո

approximate /ə'prɒksɪmeɪt / a. - ձոլոլոլոլոլո, ձոլոլո

apt /æpt / a. - ձոլոլոլոլո

archbishop /ɑ:tʃ'bɪʃɒp / n. - ձոլոլոլոլոլոլոլո

arm /ɑ:m / v. - ձոլոլոլոլո

arrive /ə'raɪv / v. - ձոլոլոլոլո

art /ɑ:t / n. - ձոլոլոլոլո

artist /ɑ:tɪst / n. - ձոլոլոլոլո

ashamed /ə'seɪmd / a. - ձոլոլոլոլոլո

to be ashamed /tə bi ə'seɪmd / v. - ձոլոլոլոլոլո

ask /ɑ:sk / v. - ձոլոլոլոլո

asleep /ə'sli:p / a. - ձոլոլոլոլո

- to be asleep /tə bi ə'sli:p / v. - დაძინება  
 assail /ə'seɪl / v. - შევიწვევ, დავეცხა  
 associate /ə'soʊʃieɪt / v. - დაკავშირდება  
 assure /ə'sʊə / v. - დარწმუნდება  
 attentive /ə'tentɪv / a. - ყურადღებიანი  
 attractive /ə'træktɪv / a. - მიზნადღველი, მოზიდაველი  
 aught /ɔ:t / v. - უნდა /თელ. ხაზა/  
 auspices /'ɔ:spɪsɪz / n. - მხარველობა  
 author /'ɔ:θə / n. - ავტორი  
 authorization /ɔ:θəraɪ'zeɪʃən / n. - უფლებამოსაძენება  
 avail /ə'veɪl / v. - გამოყენება, მომსახურება რაიმეცხი  
 away /ə'weɪ / a. - შორს

B b

- baby /'beɪbi / n. - ჩვილი  
 back /bæk / n. - ზედი  
 bad /bæd / a. - ცუდი  
 badge /'bædʒ / n. - ნიშანი  
 bait /beɪt / n. - ნიხაძანაძველი  
 bake /beɪk / v. - გააქვითა  
 baker /'beɪkə / n. - მუხამბელი, ძველმუხამბე  
 ball /bɔ:l / n. - ბურთი  
 bang /bæŋ / v. - დარტყმა, თბიჯება  
 banize /beɪz / n. - ბაიკა  
 bare /beə / a. - მიშველი  
 bared /beəd / a. - გამოშველებელი  
 barge /bɑ:dʒ / n. - ბარბა, ავტოტბიძე ძველტბინა  
 bark /bɑ:k / v. - ყუბა  
 barn /bɑ:n / n. - ბურბილი  
 bark /bɑ:sk / v. - 1. გათბინა მბებე; 2. ნეაქვება  
 bat /bæt / n. - ბაბურა



bath /ba.θ/ n. - საბანაშალო

bathe /beɪð/ v. - ბანაობა

bay /beɪ/ n. - ყურე

bead /bi:d/ n. - ბივი

beadle /bi:dl/ n. - ეკლესიის დარბაზი

beaf /bi:f/ n. - ძროხის ხორცი

beagle /bi:gl/ n. - ბეგლერი ძაღლი /რომელიც კონტროლდება მფლობელის/

beam /bi:m/ v. - განათება, ვამოსბივება

bear /beə/ n. - მავი

bear (bore, borne) /beə, bɔ:, bɔ:n/ v. - ატანა

beard /biəd/ n. - ბაერი

beast /bi:st/ n. - ვარდელი ცხოველი

beat /bi:t/ v. - ცემა

beaten /'bi:tɪn/ p.p. - ნაცემი

beautiful /'bjʊ:təfʊl/ a. - მშვენიერად

bed /bed/ n. - საწოლი

bedside /'bedsaɪd/ n. at the bedside - საწოლთან

bee /bi:/ n. - ჭიჭიკარი

beer /biə/ n. - ღვინო

beet /bi:t/ n. - ჭიჭიკარი

beetle /'bi:tl/ n. - ბოჭი

before /bi'fɔ:/ adv. - წინასწარ, წინ

beg /beg/ v. - თხოვბა

begin (began, begun) /bi'gɪn, bi'gæn, bi'gʌn/ v. - დაწყება

behave /bi'heɪv/ v. - მოქცევა

behead /b'hed/ v. - თავის მოკვეთა

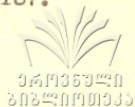
beige /beɪʒ/ a. - მადისფერი

believe /bi'li:v/ v. - დაჯობება

bell /bel/ n. - ზარი

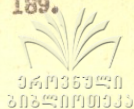
belt /belt/ n. - ქადაბი

bend (bent, bent) /bend, bent/ v. - მოკვება



- beneath /bi'ni:θ / pr. - დაბლა, უფრო ქვემოთ
- benevolent /bi'nevalənt / a. - კეთილმოსურნე
- beseech /bi'si:tʃ / v. - თხოვნა
- beside /bi'said / pr. - გვერდით, ახლოს
- best /best / a. - საუკეთესო
- bet /bet / n. - ნიძღავი
- better /'betə / a. - უკეთესი
- beyond /bi'jɒnd / pr. - წინაშე, შორს, იქით
- bib /bib / n. - შავშვის გუდსაბანი
- Bible /'baɪbl / n. - ბიბლია
- bid (bade, bidden) /bid, beɪd, bɪdn / v. - თხოვნა
- bike /baɪk / n. - ველოსიპედი
- bill /bɪl / n. - სავა, ანგარიში
- bind (bound, bound) /baɪnd, baʊnd / v. - შეკვრა
- biographic /baɪə'græfɪk / a. - ბიოგრაფიული
- birth /bɜ:θ / n. - დაბადება
- bit /bɪt / n. - პატარა ნაჭერი
- bite (bit, bitten) /baɪt, baɪt, baɪn / v. - კბენა
- black /blæk / a. - შავი
- blackboard /'blækbo:rd / n. - დაფა
- blind /blaɪnd / a. - შრია
- bliss /blɪs / n. - სიხარება
- blouse /blaʊs / n. - შუბა
- blue /blu: / a. - ყოყინი
- blue book /'blu:bʊk / n. - აუცილებელი დოკუმენტთა ნუსხა; მარცხ-  
მეწიკის სტატისტიკური
- blush /blʌʃ / v. - გაწითლება
- boat /bo:t / n. - ნავი
- bold /bo:ld / n. - გაბეჯადი, თამაში
- bandage /'bændɪdʒ / n. - ბრყინა
- bone /bo:n / n. - ძვალი

- bookworm /'bʊk wɔːm / n. - ბირვივნი, რომელიც მხოლოდ წიგნებშია ჩაფლული
- boor /buə / n. - უბედური, უმრაველი კაცი
- boot /bu:t / n. - მაღალყვიანი ფეხსაცმელი
- born /bɔːn / a. - დაბადებული
- borrow /'bɒrɒ / v. - სესხება
- both /boʊθ / pr. - ორივე
- bottle /'bɒtl / n. - ბოთლი
- box /bɒks / n. - ყუთი
- boxer /'bɒksə / n. - ბოქსერი
- box-office /'bɒks'ɒfɪs / n. - საბარო, სადაც შეიძლება რის ბილეთები იყიდება
- boy /bɔɪ / n. - ბიჭი
- bring (brought, brought) /brɪŋ, braʊt / v. - მოტანა
- bow /baʊ / v. - თავის დაკვრა
- brace /breɪs / v. - შეკვრა, დაბრკობა
- bray /breɪ / n. - ყროყინი
- bread /bred / n. - პური
- break (broke, broken) /breɪk, brɒk, brɒkən / v. - გატევა
- breast /breɪst / n. - მკერდი
- breath /breθ / n. - სუნთქვა
- breathe /bri:θ / v. - სუნთქვა
- breed /bri:d / v. - გამრავლება ( ჯიშის)
- breeze /bri:z / n. - ნიავი
- bride /braɪd / n. - ახალგაზრდა
- bridge /brɪdʒ / n. - ხიდი
- bright /braɪt / a. - კაშკაშა
- brim /brɪm / n. - ნაპირი
- brook /brʊk / n. - ნაკადული
- brown /braʊn / a. - ყავისფერი
- brush /brʌʃ / v. - გაწმენდა ( უკერძო)
- builder /bɪldə / n. - მშენებელი
- bun /hʌn / n. - ფუნთუშა



- bunch /bʌntʃ/ n. - ბუჩქი, კონკა  
 burn /bɜ:n/ v. - ღამება  
 bus /bʌs/ n. - ავტობუსი  
 busy /'bɪzi/ a. - სავალი  
 butcher /'bʊtʃə/ n. - ყაყაბი  
 buy (bought, bought) /baɪ, baɪt/ v. - ყიდვა

C c

- cabbage /'kæbɪdʒ/ n. - კაბაჭი  
 cable /'keɪbl/ n. - კაბელი  
 cage /keɪdʒ/ n. - ტყუპი  
 cake /keɪk/ n. - ტორტი  
 calf /kɑ:f/ n. - ბიწი  
 call /kɔ:l/ v. - ღიადება, რაბილი  
 calm /kɑ:rv/ a. - მშვიდი  
 campaign /'kæmpəɪn/ n. - კამპანია, ჭადაჭურვა  
 can (could) /kæn, kʊd/ v. - შეძლება (ნოვ. მდგ.)  
 capture /'kæpt/ v. - დაჭერა, ხელში ჩაგდება  
 car /kɑ:ə/ n. - მანქანა  
 card /kɑ:d/ n. - კარტი  
 care /kɛə/ n. - ზრუნვა  
 carefully /'keəfʊli/ adv. - ზრუნვით  
 carrot /'kærət/ n. - სტაფილი  
 carry /'kæri/ v. - ტარება  
 cart /kɑ:t/ n. - ურბი, დროტი  
 carter /kɑ:tə/ n. - მძღოლი  
 cask /kɑ:sk/ n. - კასი  
 cast /kæst/ n. - კასი  
 catch (caught, caught) /kæʃ, kɑ:t/ v. - დაჭერა  
 cater /'kæɪtə/ v. - მიმარაგება, მომსახურება

- saw /kɔ:/ / n. - დანახველა  
 cease /si:z/ / v. - შეწყვეტა  
 censure /ˈsentʃə/ / n. - გაკიცხვა  
 centre /ˈsentə/ / n. - ცენტრი  
 chair /tʃeə/ / n. - სკამი  
 change /tʃeɪndʒ/ / n. - ბურღა  
 change /tʃeɪndʒ/ / v. - შეცვლა  
 characteristic /ˌkærɪktəˈrɪstɪk/ / a. - დამახასიათებელი  
 charming /tʃɑːmɪŋ/ / a. - მიმზიდველი  
 chase /tʃeɪs/ / n. - დევნა, ნადირობა  
 cheap /tʃi:p/ / a. - იაფი  
 cheer /tʃiə/ / n. - თანხმობის ან სიხარულის გამოხატველი შე-  
 ძაბილი  
 cheese /tʃi:z/ / n. - ყველი  
 chess /tʃes/ / n. - შადრავი  
 chest /tʃest/ / n. - ყთი  
 chew /tʃu:/ / v. - ჭეშვა  
 chicken /tʃɪkən/ / n. - წიწილა, ვარია  
 chick /tʃɪk/ / n. - ბარტყი, წიწილა  
 child /tʃaɪld/ / n. - ბავშვი  
 chin /tʃɪn/ / n. - ნიკაბი  
 chop /tʃɒp/ / v. - დაკვეთა, დაჭრა  
 choose (chose, chosen) /tʃu:z, tʃoʊz, tʃoʊzɪn/ / v. - აირჩი-  
 რავა  
 church /tʃɜ:tʃ/ / n. - აკლესია  
 circular /ˈsɜːkjʊlə/ / a. - წრივებური  
 civil /ˈsɪvəl/ / a. - სამოქალაქო  
 civilization /ˌsɪvɪlaɪˈzeɪʃən/ / n. - ცივილიზაცია  
 class /klɑːs/ / n. - კლასი  
 claw /klɔ:/ / n. - კლანჭი  
 clean /kli:n/ / v. - გაწმენდა  
 clever /ˈklevə/ / a. - გვერდანი  
 climb /klaɪm/ / v. - აძვრობა

- cling (clung, clung) /კლიჯ, კლეჯ/ v. - მიწებება, მიკვება
- clock /კლდკ/ n. - საათი
- close /კლოუზ/ v. - დახურვა
- cloth /კლოთ/ n. - ქსოვილი, მანდი, სუფრა
- clothe /კლოუბ/ v. - ჩაცმა
- club /კლუბ/ n. - კლუბი
- cigar /სიგარა/ n. - სიგარა
- cigarette /სიგარეტ/ n. - სიგარეტი
- circle /სიკლი/ n. - წრე
- circus /სიკრუს/ n. - ცირკი
- circumstance /სიკრამსტანს/ n. - გარემოება, შემთხვევა
- civilian /სივილიანი/ a. - არასამხედრო
- coat /კოუტ/ n. - პალტო
- cock /კოკ/ v. - მამალი; v. დაფუძება /ფურცების/
- cocoa /კოკოუ/ n. - კაკაო
- coin /კოინ/ n. - მონეტა
- cold /კოლდ/ n. - სიცივე
- college /კოლეჯ/ n. - კოლეჯი
- collision /კალიჯი/ n. - ურთიერთშეჯახვა, წინააღმდეგობა
- colour /კალა/ v. - შეღებვა
- come (came, come) /კამ, კეიმ, კამ/ v. - მიხვდა
- command /კომანდ/ n. - ბრძანება
- common room /კომანი რუმ/ a. - საერთო ოთახი
- comparative /კამპარეტიუ/ a. - შედარებითი
- compassionately /კამპაზიონეტილს/ a. - საცოდავად
- complete /კამპლეტ/ a. - სრული
- composure /კამპოზურა/ n. - სიმშვიდე
- compound /კამპაუნდ/ a. - შედგენილი, რთული
- conceited /კანსეიტიდ/ a. - თავმოიმწონე, ჰატივიმოყვარე
- confusion /კანფიუსი/ n. - არეულობა
- consequently /კონსეკუენტი/ adv. - აქედან გამომდინარე, ამიტომ





- consider /kən'sɪdə/ v. - განხილვა
- consideration /kən'sɪdər'etʃən/ n. - მჭობა, განხილვა
- contemporary /kən'tempərərɪ/ a. - თანამედროვე
- contract /kən'trækt/ v. - შევიწროვება, შეზღუდვა
- contrast /kən'træst/ v. - დაპირისპირება
- contribute /kən'trɪbjʊt/ v. - დახმარება
- cook /kʊk/ v. - მომზადება n. მზარეული
- cool /ku:l/ a. - გრილი
- cork /kɔ:k/ n. - საცობი
- corresponding /kɔrɪ'spɒndɪŋ/ a. - შესაბამისი
- corsage /kɔ:sɑ:ʒ/ n. - კორსაჟი
- cot /kɒt/ n. - ბავშვის საწოლი
- cottage /kɒtɪdʒ/ n. - კოტაჟი
- count /kaʊnt/ v. - დათვა
- country /kʌntri/ n. - ქვეყანა
- cough /kɒʃ/ v. - ბავლევა
- country house /kʌntri haʊs/ n. - სახლი ქალაქგარეშე /სოფლია/
- courage /kʌrɪdʒ/ n. - სიმამაცე
- course (of course) /kɔ:kɔ:s/ - რასაცვირველია
- courtyard /kɔ:tjɑ:d/ n. - ეზო
- cover /kʌvə/ v. - გადახურვა, ყდა
- cow /kaʊ/ n. - ძროხა
- crane /kreɪn/ n. - წერი
- crawl /kroʊl/ v. - გოფება, ცოცვა
- crazy /kreɪzi/ n. - დამბზველი
- cream /kri:m/ n. - ნაღები
- cream cheese /kri:m tʃi:z/ n. - ნაღებისგან დამზადებული ყველი
- creature /kri:tʃə/ n. - არსება
- gress /kres/ n. - ხალაბა
- cricket /kri:kɪt/ n. - კრიკეტი /სპორტ./
- crook /kru:k/ n. - მოღუნვა

- crooked /'krʊki:d/ a. - მიხვეულ მიხვეული, დაბრეცილი
- crowd /kraʊd/ n. - ბრბო
- crown /kraʊn/ n. - გვირგვინი
- cruel /kru:əl/ a. - სასტიკი, საროტი
- cry /kraɪ/ n. - ტირილი, შეძახილი
- cup /kʌp/ n. - ჭინჯაბი
- curate /'kjʊəri:t/ n. - სამღვდელო პირი
- cud /kʌd/ n. - საცობნელი
- curd /kɜ:d/ n. - ხაჭო
- curdle /kɜ:dl/ v. - აჭრა /რძის/
- cure /kjʊə/ n. - წამალი, მკურნალობა, განკურნება
- curious /'kjʊəri:əs/ a. - ცნობისმოყვარე
- curtain /kɜ:teɪn/ n. - ფარდა
- customer /'kʌstəmə/ n. - მყიდველი
- cut (cut, cut) /kʌt/ v. - დაჭრა
- cycle /saɪkl/ n. - ველოსიპედი

u d

- dad /dæd/ n. - მამიკო
- dale /deɪl/ n. - ველი /კოეზ./
- dance /dɑ:ns/ n. - ცეცვა
- dare (dared, daurst) /deɪ, deɪ/, dɜ:st/ v. - გაბედვა
- dark /dɑ:k/ a. - ბნელი
- dangerous /'deɪndʒərəs/ a. - საშიში
- dash /dæʃ/ v. - გაფარდნა, გაქროლება
- date /deɪt/ n. - თარიღი
- daw /dɔ:/ n. - შიღყვატი
- daytime /deɪtaɪm/ n. - დღე
- dead /ded/ a. - მკვდარი
- deaf /def/ n. - ყრუ
- deal /di:l/ v. - დარიგება, განაწილება

- dean /di:n/ n. - დეკანი
- death /deθ/ n. - სიკვდილი
- debt /det/ p. - ვალი
- deceive /di:si:v/ v. - მოტყუება
- decentralize /di:'setra:laiz/ v. - დეცენტრალიზაცია
- decision /di'si:ʒən/ n. - გადაწყვეტილება
- deed /di:d/ n. - მოქმედება
- deep /di:p/ a. - ღრმა
- deer /diə/ n. - ირემი
- defeat /di'fi:t/ v. - დამარცხება
- defence /di'fens/ n. - დაცვა
- demand /di'ma:nd/ n. - მოთხოვნა
- den /den/ n. - ბუნაგი
- dental /'dentəl/ a. - დენტალური
- departure /di'pɑ:tsə/ n. - განშორება
- depository /di'pɔ:zɪtəri/ n. - საწყობი, საგანძური
- depth /depθ/ n. - სიღრმე
- desert /di:zɜ:t/ v. - დატოვება, მიტოვება
- determinative /di'tɜ:mɪnətɪv/ a. - მსაზღვრელი, გადამწყვეტი
- devoice /di'vɔ:ɪs/ v. - დაყრუება
- decision /di'si:ʒən/ n. - გადაწყვეტილება
- dictation /di'kteɪʃən/ v. - კარნახი
- die /daɪ/ v. - ევლება
- difficult /di'fɪkəl/ a. - ძნელი
- dim /dɪm/ a. - გაურკვეველი, ბუნდოვანი
- dimple /'dɪmpəl/ n. - წარმავებული ადგილი ლყაპზე
- din /dɪn/ n. - ხმაური, ბრახუნი
- dine /daɪn/ v. - სადილობა
- director /dɪ'rektə/ n. - დირექტორი
- direct /dɪ'rekt/ - /daɪ'rekt/ v. - წარმართვა
- disable /dɪ'seɪbl/ a. - უუნარი, ძაღანართმული

- disappear /dɪ'səɪə/ v. - გაუჩინარება
- disarm /dɪ'sɑ:ɪn/ v. - განიარაღება
- discolour /dɪ'skʌlə/ v. - ფერის შეცვლა, გაუფერულება
- discuss /dɪ'skʌs/ v. - განხილვა, მსჯელობა
- disenherit /dɪ'sɪn'hɪrɪt/ v. - მემკვიდრეობის ჩამორღმვა
- disjunctive /dɪ'sʃʌŋktɪv/ a. - დანაწევრებული /შეკიხება/
- dislike /dɪ'slaɪk/ - არმოწონება
- disloyal /dɪ'sləʊəl/ a. - არაერაგული
- dish /dɪʃ/ n. - კერძი
- dishonest /dɪ'shənɪst/ a. - უპატიოსნო
- disown /dɪ'səʊn/ v. - არ აღიარება, უარყოფა
- distinct /dɪ'stɪŋkt/ a. - განსაკუთრებული, განსხვავებული
- distinguish /dɪ'stɪŋɡwɪʃ/ v. - განსხვავება
- divide /dɪ'vaɪd/ v. - გაყოფა
- division /dɪ'vɪʒn/ v. - გაყოფა
- doctor /dɒktə/ n. - ექიმი
- doer /du:ə/ n. - შემსრულებელი
- doll /dɒl/ n. - თოჯინა, დოლოვარა
- don /dɒn/ n. - ესპ. ბატონი, მასწავლებელი ინგლისურ სკოლაში
- doubt /daʊt/ n. - ეჭვი
- doubtful /dɒtʃʊl/ a. - საეჭვო
- down /daʊn/ adv. - ქვემოთ
- drain /dreɪn/ v. - ამოწრობა
- draw (drew, drawn) /dra: , dru: , draʊn/ v. - დახატვა
- dream (dreamed, dreamt) /dri:m , dri:mɪ, dri:mt/ v. - იმელება
- dreamy /dri:mɪ/ n. - იმელები
- dress-maker /dres meɪkə/ n. - ქაღის განსაცმლის მკერავი
- drill /dri:l/ n. - საცარჯიშო
- drive (drove, driven) /draɪv , drov -, draɪvən/ n. - მანქანის გარეშა
- drop /drɒp/ v. - ჩველება
- drawn /draʊn/ v. - დახრჩობა

- dry /draɪ/ adv. - მშრალი  
 drink (drank, drunk) /driŋk, dræŋk, draŋk/ v. - სმა  
 duck /dʌk/ n. - იხვი  
 dull /dʌl/ a. - მოსაწყვენი  
 dumb /dʌm/ n. - მუხტი  
 due /dju:/ a. - სათანადო, ჯეროვანი  
 dunce /dʌns/ n. - რეგვენი  
 dusk /dʌsk/ n. - ღამის  
 dustbin /dʌstbɪn/ n. - სანაგვე ყუთი

E e

- ear /ɪə/ n. - ყური  
 each /i:tʃ/ pr. - თითოეული  
 eagle /i:gl/ n. - არწივი  
 ease /i:z/ n. - სიწყნარე, თავისუფლება  
 easel /i:zl/ n. - მარბერტი  
 easy /i:zi/ a. - ადვილი  
 eatable /i:təbl/ a. - საჭმელად ვარგისი  
 eat (ate, eaten) /i:t, eɪt, i:tɪn/ v. - ჭამა  
 edge /edʒ/ n. - ნაპირი  
 effort /'ɛfɔ:t/ n. - ცდა  
 egg-cup /'egkʌp/ n. - კვერძის ჭიქა  
 eight /eɪt/ num. - ოთხ  
 elephant /'ɛləfənt/ n. - სპილო  
 elf /elf/ n. - ვნობი  
 embrace /'embreɪs/ v. - მოხვევა  
 empty /'emptɪ/ a. - ცარიელი  
 end /end/ n. - ბოცი  
 enemy /'ɛnɪmi/ n. - მტერი  
 engine /'ɛndʒɪn/ n. - ძრავი  
 English /'ɪŋglɪʃ/ a. - ინგლისური

- elm /eɪlm/ ბოგ. ხეღა  
 enjoy /ɪn'dʒɔɪ/ v. - სიამოვნების მიღება  
 enough /ɪ'nʌf/ adv. - საკმარისი  
 enthusiasm /ɪn'tju:zɪəzəm/ n. - აღფრთოვანება, ენთუზიაზმი  
 ensure /ɪnʃʊə/ v. - დარწმუნება, უზრუნველყოფა, გარანტირება  
 envelope /ɪn'vɛləʊp/ n. - კონვერტი  
 equator /ɪ'kwɛɪtə/ n. - დეკლინაციის  
 equal /ɪ'kwɔ:l/ a. - თანაბარი, ერთნაირი  
 equestrian /ɪ'kwɛstɹiən/ a. - ცხენოსანი, მხედარი  
 equilateral /ɪ'kwɪlə'tɛrɪəl/ a. - სამკუთხედიანი  
 equipment /ɪ'kwɪpmənt/ n. - შეიარაღება, აღჭურვა  
 eve /i:v/ n. - წინაღვე / რაღვე/  
 evidently /ɪ'veɪdntli/ adv. - ცხადად  
 eye /aɪ/ n. - თვალი  
 exact /ɪk'sækt/ a. - ზუსტი  
 example /ɪk'sɑ:mpl/ n. - მაგალითი  
 exercise /ɪk'saɪz/ n. - სავარჯიშო  
 expect /ɪk'spekt/ v. - მოლოდინი  
 expensive /ɪk'spɛnsɪv/ a. - ძვირი  
 ex-president /ɪk'sprezɪdnt/ n. - ყოფილი პრეზიდენტი  
 external /ɪk'stɜ:nəl/ a. - გარეზე, უცხო

F f

- fable /'feɪbl/ n. - იგავი  
 fact /fækt/ n. - ფაქტი  
 fade /feɪd/ v. - დაშვრობა  
 fair /fɛə/ a. - მშვენიერი, ჭერა  
 fairy /'fɛəri/ a. - ჯადოსნური  
 fashion /'fæʃən/ n. - მოდა  
 fail /feɪl/ v. - ჩაყრა / გამოცდამე/, მარცხის განცდა  
 faith /feɪθ/ n. - რწმენა

fall (fell, fallen) /fɔ:l, feɪl, fɔ:lən/ v. - დაეცა

Fellow /felov/ n. - კოლეგის საბჭოს წევრი

false /fɔ:ls/ a. - ყალბი, მცდარი

fame /feɪm/ n. - დიდება

family /fæmɪli/ n. - ოჯახი

famous /feɪməs/ a. - ცნობილი

far /fɑ:/ adv. - შორს

farmer /fɑ:mə/ n. - ფერმერი

fat /fæt/ a. - მსუქანი

fatal /fɛtəl/ a. - საბედისწერო

fate /fɛt/ n. - ბედისწერა

farm house /'fɑ:m haʊs/ n. - ფერმა

father /'fɑ:ðə/ n. - მამა

fear /fiə/ n. - შიშ

feast /fi:st/ n. - ნადიმი

fee /fi:/ n. - ჰონორარი, გადასახადი

feel (felt, felt) /fi:l, felt/ v. - განვსვამ, გრძნობ

fen /fen/ n. - ვარბი

fence /fens/ n. - ლობი

fever /fi:və/ n. - სიცხე, ყუბუბუცევა

fetch /fetʃ/ v. - მოყვანა

fiddle /'fɪdl/ n. - ვიოლინი

field /fi:ld/ n. - მიწიერი

fifth /fɪfθ/ num. - მეხუთე

fight (fought, fought) /faɪt, fo:ht/ v. - ბრძოლა

file /faɪl/ n. - ქიმი

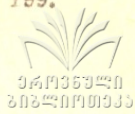
fill /fɪl/ v. - შევსება, ავსება

film /fɪlm/ n. - ფილმი

fin /fɪn/ n. - ფარფლი

fine /faɪn/ a. - მშვენიერი, საუბედოო

find (found, found) /faɪnd, faʊnd/ v. - პოვნა



- fire /*faɪr* / n. - შლითა  
 finger /*ˈfɪŋgə* / n. - თითი.  
 fireside /*ˈfaɪsɑɪd* / n. - ადგილი ბუბართან  
 first /*ˈfɜːst* / num. - პირველი  
 fish-sauce /*ˈfɪʃsaɪs* / n. - საწებელი თევზისათვის  
 fit /*fɪt* / a. - შესაფერი  
 five /*faɪv* / num. - ხუთი  
 fixture /*ˈfɪkstʃə* / n. - რაიმე მჭიმზე დამაგრებული  
 flame /*ˈfleɪm* / n. - ალი  
 flat /*flæt* / n. - ბინა  
 flesh /*ˈfleʃ* / n. - ხორცი  
 fling (flung, flung) /*ˈflɪŋ, ˈfleɪŋ* / v. - გადაგდება  
 floor /*flɔː* / n. - იატაკი  
 fluently /*ˈfluəntli* / adv. - სხარტად  
 flutter /*ˈflʌtə* / v. - ფარფალი, ღვია  
 fly (flew, flown) /*ˈflaɪ, ˈflaɪ, ˈflaɪ* / v. - ფრენა  
 fly /*ˈflaɪ* / n. - ბუზი  
 fog /*fɒg* / n. - ნიბლი  
 foil /*ˈfɔɪl* / n. - ნაღირის კვარი  
 fond /*fɒnd* / a. - მოსიყვარული  
 to be fond of /*tu bi fɒnd əv* / v. - სიყვარული/სიყვარის/  
 food /*fuːd* / n. - საჭმელი  
 fool /*fuːl* / n. - სულელი  
 foot /*fuːt* / n. - ბურთი  
 foreign /*ˈfɔːrɪn* / a. - საზღვარგარეთული  
 fork /*fɔːk* / n. - ჩანგალი  
 force /*fɔːs* / n. - ძალა  
 forgive (forgave, forgiven) /*ˈfɜːɡɪv, ˈfɜːɡɪv, ˈfɜːɡɪvən* / v.  
 - პატივება  
 formal /*ˈfɔːməl* / n. - ფორმალური  
 forth /*fɔːθ* / n. - მისი



- fox /fɒks/ n. - მელა  
 free /fri:/ a. - თავისუფალი  
 freckle /freckl/ n. - ჭორჭლი  
 fourth /fɔ:θ/ num. - მეოთხე  
 frequency /fri:kwəntsi/ n. - სიხშირე  
 fresh /fref/ a. - ახალი, ჟორჯა  
 frightened /fraɪtnd/ a. - შეშინებული  
 fruit /fru:t/ n. - ხილი  
 fuss /fʌs/ n. - აჯორიანება, ფუსფუსი  
 funny /fʌni/ a. - სასაცილო  
 full /fʊl/ a. - სავსე

გ გ

- game /geɪm/ n. - თამაში  
 gait /geɪt/ n. - სიარულის მანერა  
 garden /gɑ:dn/ n. - ბაღი  
 gate /geɪt/ n. - ჭიშკარი  
 gawnt /gɔ:nt/ a. - გაძვადცყავებული  
 gay /geɪ/ a. - მხიარული  
 gentle /dʒentl/ a. - ნაზი  
 gear /gɪə/ n. - აღჭურვილობა  
 Georgia /dʒɔ:rdʒɪə/ n. - საქართველო  
 get (got, got) /get, gɒt/ v. - მიღება  
 glee /gli:/ n. - სიხარული  
 gin /dʒɪn/ n. - ღვინი /სასმელი/  
 girl /gɜ:l/ n. - გოგონა  
 give (gave, given) /gɪv, geɪv, gɪvɪn/ v. - მიცემა  
 glad /glæd/ - გახარება  
 to be glad /tə bi glæd/ v. - გახარება  
 glasses /glɑ:ses/ n. - სათვადილები  
 glen /glɛn/ n. - ვიწრო ველი ტყეში

- glorious /glɔ:riəs / a., - ჭრწყინვალე, დიდებული  
 glove /glɒv / n. - ხელთათმანი  
 gnat /næt / n. - კოლო  
 go (want, gone) /gəʊ, went ɡoʊ / v. - წასვლა  
 golden /ˈɡoʊldən / a. - ოქროსფერი  
 Goldilocks /ˈɡoʊldlɒks / n. - პოტ. ბაია  
 gone /ɡɒŋ / n. - მარი  
 good-bye /ɡʊd ˈbaɪ / - მშვიდობით  
 goose /ɡuːs / n. - ბატყი  
 govern /ɡʌvən / v. - მართვა  
 gourd /ɡaʊd / n. - კოვრა  
 gradually /ˈɡrædʒʊəli / a. - თანდათან  
 Greet /ɡri:t / a. ო ბერძნული, ო ბერძენი  
 greenhouse /ˈɡriːnhaʊs / n. - საბაზრო  
 greet /ɡri:t / v. - მისაღება  
 grey /ɡreɪ / a. ნაცრისფერი  
 grief /ɡri:f / n. = სევდა, უბედურება  
 grim /ɡrɪm / a. - მკაცრი  
 grind (ground, ground) /ɡraɪnd , ɡraʊnd / v. - დაფქვა  
 ground /ɡraʊnd / n. მიწა  
 growl /ɡraʊl / v. - ბუზღუნა, ღრუნა  
 gun /ɡʌn / n. - შოფი  
 gunfire /ˈɡʌnfaɪə / n. - მარბაზნის გასროლა  
 gypsy /ˈdʒɪpsɪ / n. - ბოშა  
 groon /ɡruːn / n. - მუკინიბე

h h

- habit /ˈhæbɪt / n. - ჩვეულება  
 hale /heɪl / a. - ძლიერი, ჯანმრთელი  
 half /hɑ:ɟ / a. - ნახევარი  
 half-heartedly /ˈhɑ:ɟ ˈhɑ:tiːdli / adv. - გაუბეაზვარე, მოშვეშე-  
 ღად

- hammer /hæmə / n. - հայերի
- heal /heɪl / v. - մոխարմեծ, ջեմսնիլ սոխյե
- hair /heɪ / n. - ժմս
- hall /hɔ:l / n. - զարմսնի
- handle /hændl / n. - սսնելըրի
- hang (hung, hung) /hæŋ , hɪŋ / v. - հսնոյիլեմս
- handsome /hændsəm / a. - զսնսնի
- happen /hæpən / v. - մոնսլեմս
- hardly /hɑ:dlɪ / adv. - ժոն յոնս
- hat /hæt / n. - յեղ
- hate /heɪt / v. - սոխլըլո
- haul /hɔ:l / v. - ժըլե
- haste /heɪst / n. - սրյարեմս
- hazel /heɪzl / a. - հսնիլսլըրի
- hay /heɪ / n. - ժոլս
- heal /heɪl / v. - հսնյըրեմս
- heart /hɑ:l / n. - ժըլ
- heathen /hi:ðən / n. - հարմարոն, հարմարալըլ
- heavy weight /heɪvɪweɪt / n. - մոնլը հոնսն մոյըրիլ
- heel /hi:l / n. - յըսըլ
- hell /hel / n. - հոխըլեմս
- heave /hi:v / n. - սլըլ, սլըլե / մոյըրընս զս սնլ. /
- helm /helm / n. - սսնլ / ժըմսնլ /
- help /help / v. - զսնսնըլեմս
- hem /hem / n. - հսնիմըրի, յըլը / յսնիլ /
- hen /hen / n. - յսնսն
- hence /hens / conj. - սլըլզսն
- herd /hɜ:d / n. - հարս / հըլըլ. մսնլըլըլեմս սսնլըլըլ /
- hermitage /hɜ:mɪtɪʒ / n. - հսնսնարհըլըլեմս սսնլըլըլ / մհըրի-  
սսնլըլըլ /
- hide (hid, hidden) /haɪd , hɪd , hɪd / v. - զսնսնըլ
- hill /hɪl / n. - ժըրսսն

- hind /haɪnd/ / n. - ფურ-იჩეტი ; უკანა /ფეხი, ბორბალი/
- high /haɪ/ / a. - მაღალი
- hawk /hɔ:k/ / n. - ქორი
- honest /'ɒnɪst/ / a. - პატიოსანი
- hook /hʊk/ / n. - კავჭი
- homework /'həʊmwɜ:k/ / n. - შინ მისატეტი სამუშაო
- homonymous /'hɒmɒnɪməs/ / a. - ომონიმური
- hood /hʊd/ / n. - კაპიტონი
- hope /həʊp/ / n. - იმედი
- hospital /'hɒspɪtl/ / n. - საავადმყოფო
- hot /hɒt/ / a. - ცხელი
- hotcake /'hɒtkeɪk/ / n. - ბლინი
- hound /haʊnd/ / n. - მონადირე ძაღლი
- howl /haʊl/ / n. - ღმუილი, კვნესა
- human /'hju:mən/ - ადამიანური
- hunger /'hʌŋgə/ / n. - შიმშილი
- hungry /'hʌŋgrɪ/ / a. - მშიერი
- hull /hʌl/ / n. - ნაჭვეჭი, კანი, ქერქი
- hurt /hɜ:lt/ / v. - ტკივილის მიყენება
- husband /'hʌzbənd/ / n. - ქმარი

I 1

- ice /aɪs/ / n. - ყინული
- idea /aɪ'di:ə/ / n. - აზრი
- ill /ɪl/ / a. - ავადმყოფი
- immediately /ɪ'mi:di:ə'tli/ / adv. - მამონათვე
- imp /ɪmp/ / n. - უშმაკი
- imperative /ɪm'perətɪv/ a. - აბალებითი
- impose /ɪm'pəʊz/ - impose upon, on - v. - თავზე მოხვედა /საკუთარი აზრის/
- impotence /ɪm'pɒtəns/ / a. - სუსტე, უძლურება
- impossible /ɪm'pɒsɪbl/ / a. - ნუქძებელი

- impressive /Impresiv / a. - შთაბეჭედავი
- inactive /In'aktiv / a. - არააქტიური
- inaccurate /In'akjuri:t / a. - არაზუსტი
- inapplicable /In'aplikabl / a. - გამოუსადეგარი, შეუყვარებელი
- inarticulate /Ina:'ti:kjuli:t / a. - გაუნაწევრებელი, გაურკვეველი
- inborn /Inb:rn / a. - ბუნებრივი, თანდაყოლილი
- incomplete /Inkəmplit / a. - არასრული
- incompletely /Inkəmplitli / adv. - არასრულად
- incredible /Inkredəbl / a. - დაუჯერებელი
- independent /Indipəndənt / adv. - დამოუკიდებელი
- indicate /Indi'keɪt / v. - მიიხივება
- indirect /Indi'rekt / a. - ირიბი
- indistinctly /Indi'stiŋkli / adv. - გაურკვეველი
- inexact /Inig'zækt / a. - არაზუსტი
- infamous /Infəməs / a. - ცუდი რეპუტაციის მქონე
- infinitive /In'fɪnɪtɪv / n. - ინფინიტივი
- influence /Influəns / n. - გავლენა
- informal /In'fɔ:məl / a. - არაფორმალური
- information /Injə'meɪʃn / n. - ინფორმაცია
- inherit /In'herɪt / v. - მემკვიდრეობით მიღება
- inhuman /Inhju:mən / a. - არაადამიანური, შეუბრალებელი
- inhumanity /Inhju:'mænɪti / n. - არაადამიანობა, შეუბრალებლობა
- initially /Inɪ'ʃiəli / adv. - დასაწყისიდან, თავში, თავდაპირველად
- ink /ɪŋk / n. - მელანი
- inn /ɪn / n. - სასტუმრო
- inside /In'saɪd / adv. - შიგნით a. შიდა
- instruct /In'strʌkt / v. - სწავლება
- intensify /Intensɪfaɪ / v. - გაძლიერება
- intermediate /Intə'mɪdiət / a. - შუალედური
- interjection /Intə'dʒekʃn / n. - შორისდებუდი
- intransitive /In'træn'zɪtɪv / a. - გარდაუვალი

- introduction /Introdʌkʃn / n. - შესავალი  
 invasion /Inv'eɪʒn / n. - შემოსევა  
 inversion /ɪnvɜ:ʃn / n. - ინვერსია  
 irresponsible /ɪrɪspɒnsəbəl / a. - უპასუხისმგებლობა  
 irresponsive /ɪrɪspɒnsɪv / a. - ის მას არ აძლევს პასუხს, რეაქციას  
 irritable /ɪrɪtəbəl / a. - გამაღიზიანებელი  
 isle /aɪl / n. - კუნძული  
 item /aɪtəm / - პარაგრაფი, პუნქტი

J j

- jest /dʒest / n. - ბურობა, დაცინვა  
 job /dʒɒb n.. - სამსახური  
 journey /dʒɜ:ni / n. - მოგზაურობა  
 joy /dʒɔɪ / n. - მხიარულება  
 judge /dʒʌdʒ / n. - მოსამართლე, განამართლება  
 jump /dʒʌmp / v. - ახტობა  
 juncture /dʒʌŋktʃə / n. - შეერთება, გასაყარი  
 July /dʒʌlaɪ / n. - ივლისი  
 June /dʒu:n / n. - ივნისი

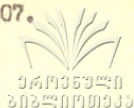
K k

- keep (ept, ept) /ki:p , kept / v. - შენახვა, დაჭერა  
 Kettle /ketl / n. - ჩაიდან  
 key /ki: / n. - გასაღები  
 Kid-glove /ki:dgloʊv / n. - ღაიკის ხელთათმანი  
 kin /ki:n / n. - ნათესაობა, ნათესავები /კრემ./  
 king /kiŋ / n. - მეფე  
 kiss /kɪs / n. - კოცნა  
 kitchen /ki:tʃn / n. - სამზარეულო  
 kite /kaɪt / n. - ფრანი  
 knave /neɪv / n. - გაიძვერა, თაღლითი

- knee /n:u ʒ n. - მუხლი
- kneel (kneeled, knelt) /n:ɪ:l, n:ɪld ,nelt / v. - მუხლიზე დარჩობა
- knell /nel / n. - სამღვდლოთარ- შარი
- knife /naɪf ʒ n. - დანა
- knit (knitted, knit) /nɪl, nɪtd / v. - ქსოვა
- knob /nɒb / n. - კობი, კარის საბეღური
- know (knew, known) /nəv, nju: ,nəʊn / v. - ვიცი, ვიცი

L 1

- lab /ləb / n. - ლაბორატორია
- lace /leɪs / n. - ჭასმა, მაქმანი, არშია
- lad /læd / n. - ბიჭი, ყმაწვილი
- laden /leɪdn / a. - დატვირთული, დატვირთული
- ladder /'lædɜ / n. - კიბე
- leg /leg / n. - ფეხი
- lame /leɪm / n. - კოჭლი
- land /lənd / n. - დედათიწა
- landmark /'lændmɑ:k / n. - მიწის ნიშანი ან სხვა რაიმე სასიხვედრო
- language /'læŋgweɪdʒ / n. - ენა
- lap /ləp / - ფეხები
- lark /lə:k / n. - ტორილა
- large /lɑ:dʒ / a. - დიდი
- last /lɑ:st / a. - უკანასკნელი
- late /leɪt / a. - დაგვიანება, გვიან
- law /lɔ: / n. - კანონი
- lawn tennis /lɔ:n 'tenɪs / n. - ტენისი
- lay (laid, laid) /leɪ ,leɪd / v. - დადება, განყოფილება /სუფრის/
- lazybones /'leɪzɪbəʊnz / n. - ქვანა, მარბაცი
- lead (led, led) /li:d / v. - წყვანა, წარმართვა
- leaf /li:f / n. - ფოთლი
- leak /li:k / v. - ჭრება



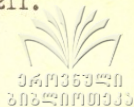
- lean /li:n / v. - დაკრძობა
- learn /lɜ:n / v. - სწავლა
- leave (left, left) /li:v , leɪt / v. - დატოვება
- lecture /lektʃə / n. - ლექცია
- lend (lent, lent) /lend , lent / v. - სესხება
- leisure /leɪzə / n. - თავისუფალი, უძი დრო
- less /les / a. compar. from little - ნაკლები
- let /let / v. - ნების დარღვა, გაქირავება
- letter /'letə / n. - წერილი
- level /'levəl / n. - დონე
- library /'laɪbrəri / n. - ბიბლიოთეკა
- lice /laɪs / n. pl. louse (sing.) - მკბენარები
- lie /laɪ / v. - ტყუილის თქმა. n. ტყუილი
- life /laɪf / n. - 'იცოცხლე
- light (lit, lighted) /laɪt , lit , laɪtəd / v. - ანთება
- like /laɪk / v. - მოწონება
- likewise /'laɪkwaɪz / adv. - ასევე, ამაყვარაფ
- lime /laɪm / n. - კირი
- line /laɪn / n. - ხაზი
- liner /'laɪnə / n. - სამგზავრო მომადი
- lipstick /'lɪpstɪk / n. - ტურის კომდა
- lisp /lɪsp / v. - ენის ჩღქით დაპარაკი
- little /'lɪtl / a. - პატარა
- live /laɪv / v. - ცხოვრება, არსებობა
- load /ləʊd / n. - ტვირთი, v. დატვირთვა
- loaf /ləʊf / - მადლი პური, ფორმის პური
- loath /ləʊð / a. - ის, ვისაც არ სურს, არ არის განწყობილი
- loathe /ləʊð / v. - შეზიზღება
- lock /lɒk / n. - გასაღები, v. დაკეება
- log /lɒg / n. - კუნძი
- loyal /ləʊəl / a. - ერთგული, თავდადებული





- market /'mɑ:kɪt/ n. - ბაზარი
- marvellous /'mɑ:vɪləs/ a. - განსაკუთრებული
- mass /mæs/ n. - მისა
- massage /'mæʒə:ʒ/ n. - ფრანგ. მასაჟი
- master /'mɑ:stə/ n. - ბატონი
- mat /mæt/ n. - ჭილჭი, ფარდაგი
- match /mætʃ/ n. - ასანთი
- mate /meɪt/ n. - მეუღლე, ამხანაგი
- mathematician /'mæθɪmætiʃiən/ n. - მათემატიკოსი
- matter /'mætə/ n. - საკმე, შემთხვევა
- may (might) /meɪ, maɪt/ v. - შეძლება
- maze /meɪz/ n. - დაბირინთი
- meal /mi:l/ n. - კერძი
- mean (meant, meant) /mi:n, ment/ v. - ნიშნავს, გულისხმობს
- mean for - განკუთვნილი /რამისთვის/
- measure /meʒə/ n. - საზომი, ზომა
- meat /mi:t/ n. - ხორცი
- medal /'medl/ n. - მედალი
- meddle /'medl/ v. - ჩარევს
- meeting /mi:tiŋ/ n. - კრება
- mend /mend/ v. - შეკეთება, დაკეთება
- mental /'mentl/ a. - გონებრივი
- mention /menʃən/ v. - იხსენიება
- mere /miə/ a. - უბრალო
- mess /mes/ n. - არეულობა, არეც-ღარეცა
- metal /'metl/ n. - მეტალი
- mice /maɪs/ n. pl. (mouse -sing.) - თაგვები
- midday /'mɪdəɪ/ n. - შუადღე
- middle /'mɪdl/ a. - შუაშანა, შუა ნაწილი
- mile /maɪl/ n. - მილი /სიგრძის ერთეული/
- milk /mɪlk/ n. - რძე

- mill /mɪl/ n. - წისქვილი  
 miller /mɪlə/ n. - მეწისქვილე  
 mind /maɪnd/ n. - გონება, გონი  
 mingle /mɪŋɡl/ v. - შერევს, შერეობს  
 minor /maɪnə/ a. - უმნიშვნელო, მცირე  
 mirror /'mɪrə/ n. - სარკე  
 mirth /mɜ:θ/ n. - მხიარულება, სიხარული  
 miscarry /mɪs'kærɪ/ v. - მარცხის განცდა  
 misdeal (misdealt) /mɪsdi:l/ v. - არასწორი მოქმედება  
 misdeed /mɪsdi:d/ n. - ბოროტმოქმედება  
 misgovern /'mɪs'gʌvən/ v. - ცუდად მართავს  
 misjudge /mɪs'dʒʌdʒ/ v. - დაუზუსტებლობა  
 mislay (mislaide) /'mɪsleɪ/ v. - დაკარგავს, არა თავის ადგილზე  
 misplace /mɪs'pleɪs/ v. - ადგილზე არ დადებს, დაკარგავს  
 misread /mɪsri:d/ v. - არასწორად წაკითხვა  
 miser /'maɪzə/ n. - წუწკი, ძუნწი  
 miss /mɪs/ v. - გამოტოვება, მონატრება  
 mistake /mɪs'teɪk/ n. - შეცდომა  
 misunderstand (misunderstood) /mɪs'ʌndə'stænd/ v.  
 - არასწორად გაგება  
 mittens /'mɪtənz/ n. - უთითო ხელთათმანები  
 moan /moʊn/ n. - კვნესა  
 mob /mɒb/ n. - ბრბო  
 moist /moɪst/ a. - ნაბიანი  
 Monday /'mɒndaɪ/ n. - ორშაბათი  
 money /'mʌni/ n. - ფული  
 month /mʌnθ/ n. - თვე  
 mood /mu:d/ n. - ხასიათი, გუნება-განწყობა  
 moon /mu:n/ n. - მთვარე  
 moor /muə/ n. - მავრი  
 mop /mɒp/ n. - იატაკის ჭობი, v. მოწმენდა /იატაკის/



- more /mɔː/ adv. comp. from much - მეტი
- moth /mɒθ/ n. - მრჩილი
- mother /ˈmʌðə/ n. - დედა
- wound /maʊnd/ n. - გორაკი, ურღანი
- mount /maʊnt/ n. - გორაკი, გორაკი
- mouse /maʊs/ n. - მაკვი
- moustache /ˈmaʊstəʃ/ n. - უღვაში
- mouth /maʊθ/ n. - პირი
- Mr /mɪstə/ n. - მისტერი /იხმარება მამაკაცის გვარის წინ/
- Mrs /mɪsɪs/ - მისის /ქალებათნი/ /იხმარება გვარის წინ/
- mud /mʌd/ n. - ტალახი, ღაფი
- munch /mʌntʃ/ v. - მწდაჭენი
- murmur /ˈmɜːmɜː/ n. - ჩურჩული, ბუჭბუჭი
- must /mʌst/ - უნდა /ზოგადად გმნა/
- mustard /ˈmʌstəd/ n. - მღვავი
- muttonchop /ˈmʌtʃɒp/ n. - ცხვრის ხორცის ნაჭერი
- myth /mɪθ/ n. - მითი
- mythological /ˌmɪθəˈlɒʃɪkəl/ - მითოლოგიური, ლეგენდარული

N n

- name /neɪm/ n. - სახელი
- nail /neɪl/ n. - ღერსმანი
- nature /neɪtʃə/ n. - ბუნება
- nap /næp/ v. - ძვლება
- nation /neɪʃən/ n. - ეროვნება
- nasty /ˈnæstɪ/ a. - საშიშლარი, უსიამოვნო
- naughty /ˈnɔːtɪ/ a. - ურჩი, ძვლება
- neat /niːt/ a. - სუფთა, კაპწია
- neck /nek/ n. - კისერი
- need /niːd/ n. v. - საჭიროება
- needle /ˈniːdl/ n. - ნემსი

- negation /nɪˈdʒeɪʃn/ / n. - უარყოფა  
 neglect /nɪˈɡleɪkt/ / v. - უგულვებლყოფა  
 neighbour /neɪbə/ / n. - მეზობელი  
 neither ... nor /neɪðə ... nɔː/ conj. - არც ... არც  
 net /net/ / n. - ბადე  
 never /ˈnevə/ / adv. - არასოდეს  
 newspaper /ˈnjuːspetʃə/ / n. - გაზეთი  
 nice /naɪs/ / a. - კობჭა, მოხდენილი  
 nickle /ˈnɪkl/ / n. - ნიკელი  
 nil /nɪl/ / n. - არაფერი, ნუდი  
 noise /nɔɪz/ / n. - ხმაური  
 none /nʌn/ / pron. - არავინ  
 nonsense /ˈnʌnsɪns/ / n. - სისულელე  
 nook /nuːk/ / n. - მცურრო კუთხე  
 north /nɔːθ/ / n. - ჩრდილოეთი  
 northern /ˈnɔːðən/ / a. - ჩრდილოეთის  
 noticeable /ˈnɒtɪsəbəl/ / a. - ყურადღების ღირსი  
 noun /naʊn/ / n. - არსებითი საბედი  
 now /naʊ/ / adv. - ახლა  
 nurse /nɜːs/ / n. - გამზრდელი, ძიძა

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- oar /ɔː/ / n. - ნიჩაბი  
 oat /oʊt/ / n. - შვრია  
 object /əbˈdʒekt/ / v. - წინააღრდეგობის განცევა  
 object /əbˈdʒekt/ / n. - საგანი, ობიექტი  
 obtain /əbˈteɪn/ / v. - შეძენა, მოვრა  
 obstinacy /əbˈstɪnəsi/ / n. - ჩიულობა, გულადობა  
 occasion /əˈkeɪʒn/ / n. - შემთხვევა  
 occur /əˈkɜː/ / v. - მოხდენა

- ocean / ʊʃn / n. - ოკეანე  
 odd / ɒd / a. - უცნაური, გედმეტეტი  
 off / ɔːf / adv. - შორს  
 office / ˈɒfɪs / n. - დანქნაბუღება, კანტორა  
 oil / ɔɪl / n. - ზეთი  
 old / ɔːld / a. - მოხუცებული  
 omen / ˈɒmɪn / n. - ავის მომასწავებელი ნიშანი  
 omit / ɒˈmɪt / v. - გამოტოვებული  
 one / wʌn / num. - ერთი  
 once / wʌns / adv. - ერთხელ  
 open / ˈəʊpən / a. - ღია  
 oral / ˈɔːrəl / a. - ზეპირი  
 orator / ɒˈræɪtə / n. - ორატორი  
 ordinary / ˈɔːdnəri / a. - ჩვეულებრივი, უბრალო  
 orphan / ˈɔːfən / v. - ოშორი  
 ought / ɔːt / v. - ვალდებულება / მოდაური ზნა /  
 over / ˈəʊvə / v. - დასრულება, დამთავრება  
 overact / ˈəʊvəˈrækt / v. - გადაძაბება, გადაჭარბება  
 overcome / ˈəʊvəˈkeɪm / v. - გადალახვა  
 overcrowded / ˌəʊvəˈkraʊdɪd / a. - ხალიხით სავსე  
 own / əʊn / a. - საკუთარი  
 owl / əʊl / n. - ბუ  
 oyster / ˈɔɪstə / n. - ხამანჭვა

P p

- pair / peɪə / n. - წყვილი  
 paint / peɪnt / v. - დაზატვა  
 pale / peɪl / a. - ფერმკრთალი  
 pall / pɔːl / v. - გადაჭარბება, დაძნელება  
 pan / pæn / n. - ტაფა  
 paper / peɪpə / n. - ქაღალდი

- parasol /'pærə'sɒl / n. - ქოლგა
- parents /'peərənts / n. - მშობლები
- park /pɑ:k / n. - პარკი
- part /pɑ:t / n. - ნაწილი
- partial //pɑ:ʃəl / a. - ნაწილობრივი
- particular /pɑ:'tɪkjʊlə / a. - განსაკუთრებული
- passport /pɑ:'spɔ:t / n. - პასპორტი
- past /pɑ:st / n. - წარსული
- pat /pæt / n. - ბელის დარტყმა / მხარტე
- patience /'peɪʃəns / a. - თოგონება
- path /pɑ:θ / n. - ბილიკი
- pavement //peɪvmənt / n. - ქვაფენილი
- paw /pɔ: / n. - თაბი
- pay (paid, paid) /peɪ , peɪd / v. - გადახდა
- pea-cock /pi:'kɒk / n. - ფარშევანგი
- pear /peə / n. - მხალი
- peasant /'pezənt / n. - გლეხი
- peck /pek / v. - კენკვა
- pedal //pedl / n. - პედალი
- peel /pi:l / v. - გაფეჭვა
- peep /pi:p / v. - შეფეჭვა, გახედვა ფეჭრუჭანაში
- peer /piə / v. - ნახედვა
- peg /peg / n. - პატარა პალი, საკიდარი
- pen /pen / n. - კალიმსგარი
- people /'pi:pl / n. - ხალხი
- percentage /pə'sentɪdʒ / n. - პროცენტი
- perhaps /pə'hæps / adv. - ალბათ
- permission /pə'mɪʃən / n. - ნებართვა
- petal /'petl / n. - ყვავილის ფურცელი
- phone /fəʊn / v. - დარეკვა
- piano /'pi:əno / n. - პიანინო

- pick /pɪk/ n. - խրատ, ծեղրուցանք  
 pickle /'pɪkl/ v. - ճամնուղծանք  
 picture /'pɪktʃə/ n. - սურათ  
 piece /pi:ʃ/ n. - ճիւղ  
 pier /pɪə/ n. - ըզմածոտ  
 pierce /pɪəs/ v. - ճանցմորնք  
 pile /paɪl/ n. - ծրոնք  
 pimple /'pɪmpl/ n. - մշնչոկ  
 pin /pɪn/ n. - ժոնտոսնաչո  
 pip /pɪp/ n. - մարցնալո, ճորնք  
 pipe /paɪp/ n. - հոննո  
 pitch /pɪtʃ/ n. - ճոնոնոնո սոմնալը  
 pistol /'pɪstl/ n. - ճոնոնոնո  
 place /pleɪs/ n. - ճըղո  
 place /pleɪs/ v. - ճննք  
 pleasant /'pleznt/ a. - սննոնոնոնո  
 pleasure /'plezə/ n. - սոնոնոնոնո  
 pioneer /'paɪnɪə/ n. - ճոնոնո  
 plum-pudding /'plʌm 'fʌdɪŋ/ n. - ժոնոնոնոնոնոնո  
 point /pɔɪnt/ v. - մոնոնոնոնո, մոնոնոնոնո  
 poison /'pɔɪzn/ n. - սննոնոնոնո  
 pole /pəʊl/ - ճոնոնո, ճոնո  
 polish /'pɔlɪʃ/ v. - ճննոնոնոնո  
 polite /pə'leɪt/ a. - մննոնոնոնո  
 polysyllable /'pɔlɪ sɪləbəl/ n. - մոնոնոնոնոնոնոնոնոնոնո  
 pony /'pɒni/ n. - ճոնո, ճննոնո, ճոնո  
 poodle /'pu:dl/ n. - ճոնոնո  
 pool /pu:l/ n. - ճոնո, ճոնո  
 poor /pʊə/ a. - ճոնոնո  
 pork pie /'pɔ:k paɪ/ n. - ճոնոնոնոնոնոնոնոնո  
 port /pɔ:t/ n. - ճոնոնո



- pose /pəʊz/ n. - პოზა
- possible /'pɒsɪbəl/ a. - შესაძლებელი
- possibility /pɒsə'zɪbɪlɪti/ n. - შესაძლებლობა
- postage /'pəʊstɪdʒ/ n. - საფოსტო მარკების ღირებულება
- pot /pɒt/ n. - ქოთანო
- porter /'pɔ:tə/ n. - ბარგის მზიდავი
- praise /praɪz/ v. - შექება
- pray /preɪ/ v. - ლოცვა, ვედრება
- prayer /preɪə/ n. - მლოცველი
- preach /pri:tʃ/ v. - ქადაგება
- preacher /'pri:tʃə/ n. - ქადაგი
- precision /preɪ'sɪʒən/ n. - სიზუსტე
- premature /'premə'tʃʊə/ a. - ნაადრევად მომწიფებული
- press /pres/ v. - შედარება, დაჭკაპნა
- pressure /'presʃə/ n. - შედარება, შემოქმედება
- prestige /'prestɪʒ/ n. - პრესტიჟი
- pretty /'prɪti/ a. - ლამაზი
- prim /prɪm/ n. - მეთისმეტად თავდაჭერილი, თიკი
- print /prɪnt/ v. - დაბეჭდვა
- prise /praɪz/ n. - პრიზი, ჯილდო
- probable /'prɒbəbəl/ a. - შესაძლებელი
- profitable /'prɒfɪtəbəl/ a. - მომგებიანი
- prominent /'prɒmɪnənt/ - გამოჩენილი
- promise /'prɒmɪs/ v. - დაპირება
- proud /praʊd/ a. - ამაყი
- provincial /prə'vɪnʃəl/ a. - პროვინციული, ადგილობრივი
- prowl /praʊl/ - წაწევა /დაწინის/
- pry /praɪ/ v. - სხვის საქმეში ჩარევა
- pull /pʊl/ v. - გაწევა
- pup /pʌp/ n. - ღიპო
- puce /puːs/ n. - ბუნაჯი

- purple / ʔɜ:pl / a. - ძუნღლი, აღისფერი  
 purposeful / ʔɜ: rɜ:ʃʏs / a. - მიზანდასახული, განზრახული  
 purring / ʔɜ: rɪŋ / n. - კრუჭუნნი  
 purse / ʔɜ: s / n. - საფულე, ჟისა  
 push / ʔʏ / v. - ხელისკვრა  
 puss / ʔʏs / n. ჭიხუნია  
 put (put, put) / ʔʏt / v. - დადება  
 pyjamas / ʔɜ: ʔdʒɑ: mɜ:z / ან / ʔɪ ʔdʒɑ: mɜ:z / n. - პიჯამო

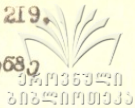
Q q

- qualm / ʔwɜ: m / n. - გულისრევა, წუხილი  
 qualitative / ʔkwɒlɪtɪ:tɪv / a. - მკონობრივი  
 quality / ʔkwɒlɪtɪ / n. - მკონება  
 queer / ʔkwɪə / n. - უხანაური  
 question / ʔkwɛstʃʏn / n. - კითხვა  
 queue / ʔkjʏ: / n. რივი  
 quickly / ʔkwɪkli / adv. - მკონა  
 quite / ʔkwaɪt / adv. - საკმარე

R r

- rack / rɛk / n. - საკივი  
 racket / rɛkɪt / n. - რაკეტა  
 raid / reɪd / n. - რეიდი, თავდასხმა  
 rare / reɪ / n. - იშვიათი  
 rat / rɛt / n. - ვირთხა  
 rate / reɪt / n. - ღონა, ნორმა  
 rather / rɛ: ʔə / adv. - საკმარე  
 rattle / rɛtl / v. - გრუხუნნი  
 raw / rɜ: / a. - უმნი  
 ray / reɪ / n. - სხივი

- reach /ri:tʃ/ v. - მიღწევა, მიხვდა
- read (read, read) /ri:d, red, red/ v. - წაკითხვა
- real /ri:əl/ a. - ნამდვილი
- reappear /ri:ə'pi:ə/ v. - ხელახლა გამოჩენა
- rear /ri:ə/ v. - ზერტი
- reassure /ri:ə'sʊə/ v. - გადარწმუნება, ხელახლა დარწმუნება
- rector /'rektə/ n. - რექტორი
- red /red/ a. - წითელი
- reduced /ri'dju:st/ p.p. - რედუცირებული
- reef /ri:f/ n. - რიფი, ბრავა
- reenter /ri:'entə/ v. - ხელახლა შეიშვება
- remember /ri'membə/ v. - დახსოვება
- reminder /ri'maɪndə/ n. - გახსენება, მოსაგონარი
- render /'rendə/ v. - გადმოცემა
- rent /rent/ v. - დაქირავება
- regerminate /ri:'dʒɜ:mɪneɪt/ v. - ხელახლა გაღვივება, გამოკვირება
- represent /\_reprɪ'zent/ v. - წახლევნა
- representative /repɪ'zentətɪv/ a. - წარმომადგენელი
- reproduce /ri'prɒdju:s/ v. - კვლავ წარმოშობა, ასახვა, გან-  
მეორება
- rescue /'reskju:/ v. - გადარჩენა, განთავისუფლება
- resemble /ri'zembəl/ v. - მსგავსება, დამსგავსება
- respectively /rɪ'spektɪvli/ adv. - შესაბამისად
- rest /rest/ v. - დასვენება
- restrict /rɪ'strɪkt/ v. - შეზღუდვა
- retain /ri'teɪn/ v. - შენარჩუნება
- revision /rɪ'vɪ:ʒən/ n. - გამოწმენდა
- rhythm /'rɪðm/ n. - რითმი
- ribbon /'rɪbən/ n. - ბაფთა /ღებტი/
- rich /rɪtʃ/ n. - მდიდარი
- rick /rɪk/ n. - ზვინი /თვივის/
- rid /rɪd/ get rid of v. - თავიდან აცილება



- ride (rode, ridden) / რაიდ , როვდ , რიდინ / v. - ცხვანობა  
 riddle / 'რიდლ / n. - გათვადნა  
 ridge / რიდჯ / n. - უღელ  
 rifle / 'რაიფლ / n. - მარცხანა  
 right / რაიტ / n. - მარჯვენა  
 ring (rang, rung) / რიჟ , რაჯ , რაინჯ / v. - ღარჯავთ  
 ringer / რინჯერ / n. - მარცხ ღარმრეკი  
 rip / რიპ / v. - გაფხრეწა  
 ripple / რიპლ / n. - რაკრაკი  
 risk / რისკ / n. - რისკის გაწევა  
 road / როად / n. - გზა  
 roam / როუმ / v. - ბუტიალი  
 rock / როკ / n. - ქვად, ლედი  
 rod / როდ / n. - რიგვი  
 roll / როლ / v. - მუბრეწვა  
 roof / როფ / n. - სახურავი  
 rook / როკ / n. - გაიძვერა  
 room / როუმ / n. - ოთახი  
 rose / როუს / n. - ვარდი  
 rule / როლ / n. - წესი  
 ruler / როლერ / n. - მზარევილი  
 rumble / რამბლ / v. - ვრეხვინი  
 run (ran, run) / რან , რან , რან / v. - გაქცევა  
 rush / რაშ / v. - მივარდნა, მივრა  
 root / როტ / n. - ძირი  
 round / რაუნდ / n. - მრგვალი  
 row / როუ / n. - რიგი

- sad /sæd/ a. - დამწუხრებული  
 sadness /sædɪnəs/ n. - სევდა  
 safe /seɪf/ a. - გადურჩენილი, უზიფათო  
 sail /seɪl/ v. - სურვა, გადასურვა, ი, აფრა  
 sailor /sɛɪlə/ n. - მუშღვაური  
 sail /seɪnt/ n. - წმინდანი  
 sale /seɪl/ n. - გაყიდვა, გასაღება  
 salted /sɑ:ltɪd/ a. - მარილიანი  
 same /seɪm/ a. - იგივე  
 sand /sænd/ n. - ქვიშა  
 sauce /sa:ns/ n. - წვენი, წვნიანი  
 saucer /sɑ:nsə/ n. - ღაბბაჭი  
 save /seɪv/ v. - გადარჩენა  
 saver /sɛɪvə/ n. - მზუნელი  
 say (said, said) /seɪ, sed/ v. - ლქმნა  
 scarce /skɛə/ a. - ძლივს  
 scarf /skɑ:f/ n. - შარჭი  
 scale /skeɪl/ n. - ქერცლი  
 sea /si:/ n. - სფენა  
 scout /skaʊt/ n. - მფვერაჭი, ზონსკაუჭი  
 sculpture /skʌlptʃə/ n. - სკულაპტურა  
 sea /si:/ n. - ზღვა  
 seam /si:m/ n. - ნაკერი  
 seal /si:l/ n. - ბეჭელი  
 sear /siə/ a. - /პოეტ./ დამჭკნარი  
 search /sɜ:ʃ/ v. - ძებნა, ჩხრეკა  
 second /sekənd/ num. - მეორე  
 seed /si:d/ n. - მარცვალი, ლესლი  
 see (saw, seen) /si:, sɑ:, si:ŋ/ v. - დანახვა  
 seek (sought, sought) /si:k, sɔ:t/ v. - ძებნა  
 seem /si:m/ - მჩვენება, წარმოდგენა

- seize /sɪːz/ v. - ტყვეობა /ზელის/  
 seethe /sɪːθ/ v. - დუღილი, მუხრუხი  
 select /sɪˈlekt/ v. - ამორჩევა  
 sell (sold, sold) /sel, saʊld/ v. - ვაჭრობა  
 self /self/ pron. - თვითონ  
 send (sent, sent) /send, sent/ v. - გაგზავნა  
 sense /sens/ n. - გონება, გრძნობა  
 separable /ˈseɪərəbəl/ a. - განმარტადკავებული  
 set (set, set) /set, set/ v. - დადება  
 several /ˈsevrəl/ a. - რამდენიმე  
 shade /ʃeɪd/ n. - ჩრდილი, ეღუერი  
 shake (shook, shaken) /ʃeɪk, ʃʊk, ʃeɪkən/ v. - შეწკარვევა  
 shame /ʃeɪm/ n. - სირცხვილი, შერცხვერა  
 shape /ʃeɪp/ n. - ფორმა, ფორმის მიღება  
 share /ʃeə/ n. - ნაწილი, წილი  
 shark /ʃɑːk/ n. - შვიტენი  
 sharp /ʃɑːp/ a. - მასრი  
 shear (sheared, shorn) /ʃiə, ʃeəd, ʃɔːn/ v. - ვაკრევა /ცხვირის/  
 shelter /ʃeltə/ n. - თავშესაფარი  
 shell /ʃel/ n. - ნიჟარა  
 shelf /ʃelf/ n. - მარა  
 sheer /ʃiə/ a. - ნამდვილი, მღებამოჭრილი  
 shine (shone, shone) /ʃaɪn, ʃɒn/ v. - მრწყინვა, ვამრწყინება  
 ship /ʃɪp/ n. - გემი  
 shirt /ʃɜːt/ n. - კერანგი  
 shave /ʃeɪv/ v. - ვაპარვა  
 shock /ʃɒk/ n. - დარტყმა  
 shoe /ʃuː/ n. - ფეხსაცმელი  
 shoot (shot, shot) /ʃuːt, ʃʊt/ v. - სროლა, დახვეტა  
 short /ʃɔːt/ a. - მკლე

- shout /ʃaʊt/ v. - ყვირილი
- shut ( shut , shut) /ʃʌt/ v. - დახურვა
- shutter /ʃʌtə / n. - დაბრუნება
- shy /ʃaɪ / a. - მორცხვი
- sick /sɪk / n. - ავადმყოფი
- sickle /sɪkl / n. - ნამბვარი
- side /saɪd/ n. - გვერდი
- sieve /sɪ:v / n. - საცერი
- sigh /saɪ / v. - ამოიხვეწა
- silk /sɪlk / n. - აბრეშუმი
- silken /sɪlkn / a. - აბრეშუმის
- sill /sɪl / n. - ფანჯრის რაფა
- silly /sɪli / a. - სულელი
- simple /sɪmpl / a. - უბრალო
- sin /sɪn / n. - ცოდვა
- since /sɪns / pr. - იმ დროიდან
- sing (sang, sung) /sɪŋ , ɪŋ , ɪŋ / v. - სიმღერა
- singer /sɪŋə / n. - სიმღერალი
- single /sɪŋl / a. - ერთადერთი
- sink ( sank, sunk) /sɪŋk , ɪŋk , ɪŋk / v. - ჩადირვა
- sister /sɪstə / n. - და
- sit (sat, sat) /sɪt , sɪt / v. - ჯდომა
- sixth /sɪksθ / num. - მეთექვსე
- size /saɪz / n. - ზომა v. - ზომის მიხედვით განლაგება, გაზომვა
- skirt /skɜ:t / n. - ქაბის ქვედა ნიღბი
- skate /skeɪt / n. - ტყუარაობა
- skill /skɪl / n. - დახელობა
- skin /skɪn / n. - კანი, ტყავი
- skipper /sɪpə / n. - სავალერი გემი
- sky /ska / n. - ზეა

- slave /sleɪv/ n., - მონა  
 slay (slew, slain) /sleɪ, sliː, slein/ v. - მოკლა  
 sleeve /sliːv/ n. - საბელო  
 sleet /sli:t/ n. - წვიმა თოვლთან ერთად, სველი თოვლი  
 slim /slɪm/ a. - გამხდარი, წერწეტა, მოხდენილი  
 slip /slɪp/ v. - სრიალი  
 slope /sloʊp/ n. - ფერდობი  
 sly /slaɪ/ a. - ცბიერი  
 small /smɔ:l/ a. - პატარა  
 smell /smel/ n. - სურნელება, სუნი  
 smile /smaɪl/ v. - ღიმილი  
 smoke /smoʊk/ v. - მოწევა  
 snail /sneɪ/ n. - ლოკოინა  
 sneer /sniə/ v. - დამცინავი ღიმილი, დაცინვა  
 sneeze /sniːz/ v. - დაფეხინება  
 sniff /snɪf/ v. - ჩაფინება, ცხვირით ფეხინვა  
 soap /soʊp/ n. - საპონი  
 sob /sɒb/ v. - ქვითინი  
 sock /sɒk/ n. - წინდა  
 socialist /ˈsɒʃjəlɪst/ n. - სოციალისტი  
 sofa /ˈsoʊfə/ n. - ტარტი, დივანი  
 soft /sɒft/ a. - რბილი  
 soil /soɪl/ n. - ნიადაგი  
 some /sʌm/ prop. - რამოდენიმე  
 song /sɒŋ/ n. - სიმღერა  
 soot /sʊt/ n. - ჭვარტილი  
 sorry /ˈsɒri/ a. - შეწყუბებული  
 sort /sɔ:t/ n. - სახეობა, თანრიგი  
 sot /sɒt/ n. - ღთი  
 sought /sɔ:t/ p.p. seek - დაძებნა  
 sound /saʊnd/ n. - ხმა, ბგერა, ხმის გამოცემა, ჟღერადობა





- soy / ʒoɪ / n. - სოია
- speak (spoke, spoken) / spi:k, spouk, spoukəŋ / v. - დაპარაკი
- space / speɪs / n. - სივრცე
- spade / speɪd / n. - ნიჩაბი
- speed / spi:d / n. - სიჩქარე
- spell / spel / v. - სიტყვის წარმოშობა ასოებით
- spend (spent, spent) / spend, spent / v. - გაყარება / დროის / დახარჯვა
- spike / spaɪk / n. - გამოშვერილი
- spill (spilt, spilled) / spil, spɪl, / v. - დაღვრა, დაქცევა
- splash / splæʃ / v. - შხაპუნდი, შეშებულება
- splendid / 'splendɪd / a. - ბრწყინვალე, შესანიშნავი
- sport / spɔ:t / n. - სპორტი
- spot / spɒt / n. - ღაჭა
- stable / 'steɪbl / - მდგრადი, აყარი
- staircase / 'steɪkɛɪs / n. - კიბე
- stage / steɪdʒ / n. - სცენა, პლატფორმა
- spear / spiə / n. - შუბი
- stale / steɪl / a. - მოძველებული, გავეთლილი
- stalk / sta:k / n. - ღერო
- stall / sta:l / n. - სივრცე
- stand (stood, stood) / stænd, stʌnd / v. - დგომა
- star / stɑ: / n. - ვარსკვლავი
- state / 'steɪt / n. - სახელმწიფო
- statement / 'steɪtmənt / n. - გამოცხადებაში, მტკიცება
- station / 'steɪʃn / n. - სადგური
- statue / 'stætʃu / n. - ქანდაკება
- stay / steɪ / v. - დარჩენა
- steal (stole, stolen) / sti:l, stouk, 'stoukən / v. - მოპარვა
- sterling / 'stɜ:lɪŋ / n. - შოშია
- steam / sti:m / n. - ორთქლი
- steamboat / sti:mboʊt / n. - გემი

- steel /stɪl/ n. - ფოლადი  
 steeple /ˈstiːpl/ n. - სამრევლო  
 steer /stɪə/ v. - დარბავს /საჭინს/  
 stepbrother /ˈstɛpbɹʌðə/ n. - გერი ძმა  
 stern /stɜːn/ a. - მკაცრი, პირველი  
 stick /stɪk/ n. - ჯობი  
 still /stɪl/ a. - წყნარი, გაუმძრველი  
 stir /stɜː/ v. - აღძვება, მოძრაობა/კოვშით  
 stock /stɒk/ n. - დასაყრდენი, ბის ტანის ქვედა ნაწილი  
 stool /stuːl/ n. - დაბალი სკამი  
 stop /stɒp/ n. - გარეობა  
 store room /ˈstɔː ruːm/ n. - საკუჭნაო  
 stranger /ˈstreɪndʒə/ n. - უცნობი  
 strange /ˈstreɪndʒ/ a. - უცნაური  
 straw /strɔː/ n. - ხალა  
 stream /striːm/ n. - ნაკადული, ძლივარი  
 strength /streŋθ/ n. - ძალა  
 strict /strikt/ a. - მკაცრი  
 strong /strɒŋ/ adv. - ძლიერი  
 subscribe /sʌbskraɪb/ v. - ამწერს, გაამწერს  
 subconscious /sʌnskɔnʃəs/ a. - ქვეშეცნული  
 substantial /sʌbsˈtʃʊnʃəl/ a. - რეალური, არსებითი  
 substitute /sʌbsˈtɪtjuːt/ n. - შემცვლელი  
 subtropical /sʌbsˈtrɒpɪkəl/ a. - სუბტროპიკული  
 success /sʌksɪs/ n. - წარმატება  
 successive /sʌksɪˈsɪv/ a. - მომდევნო, შემდეგი  
 such /sʌtʃ/ a. - ასეთი  
 suck /sʌk/ v. - წუწნა  
 sugar box /ˈsʊɡə bɒks/ - ყუთი შაქრისაგვის  
 suit /suːt/ n. - კოსტუმი

- sum /sʌm/ n. - თანხა  
 sun /sʌn/ n. - მზე  
 sunny /ˈsʌni/ a. - მზიანი  
 supper /sʌpə/ n. - ვახშამი  
 suppose /səˈpəʊz/ v. - ვარაუდობ  
 sure /ʃʊə/ a. - დარწმუნებული  
 surge /sɜːdʒ/ n. - დიდი ტალღა  
 swallow /swɒləʊ/ v. - ჩაყლაკვა  
 sweep (swept, swept) /swiːp, sweɪpt/ v. - დაგვა, დაჩვივა  
 swish /swɪʃ/ - ქაერის გაჰობა გუგუნობ, შრიადი

T t

- table /ˈteɪbl/ n. - მაგიდა  
 take (took, taken) /teɪk, teɪk, teɪkən/ v. - აღება  
 tall /tɔːl/ a. - მაღალი  
 talk /tɔːk/ v. - საუბარი  
 tame /teɪm/ a. - მოშინაურებული, მოშინაურება  
 tamer /ˈteɪmə/ a. - მოშინაურებელი  
 tend /tend/ v. - მოვლა-ვაჭრობა, ვადმყოფობა  
 tank /tæŋk/ n. - ტანკი, ცისტერნა  
 task /tɑːsk/ n. - ამოცანა  
 taste /teɪst/ v. - გემოს განსინჯვა  
 tension /ˈtɛnʃn/ n. - დაჭიმულობა, დაძაბულობა  
 teach (taught, taught) /tiːtʃ, teɪtʃ/ v. - სწავლება  
 tape-measurer /ˈteɪpˌmeɪzə/ n. - საზომი  
 tea /tiː/ n. - ჩაი  
 teacup /tiːkʌp/ n. - ჩაის ჭიქა  
 team /tiːm/ n. - გუნდი  
 teacher /ˈtiːtʃə/ n. - მასწავლებელი  
 tear /tiə/ n. - ცრემლი

- tear (tore, torn) / tɛə, tə, tɔ:n / v. - დახვდა  
 teeth / tɪ:θ / n. - კბილები  
 tell (told, told) / tɛl , təʊld / v. - აქმა  
 temperament / ˈtɛmpərəmənt / n. - ტემპერამენტი  
 temperamental / ˈtɛmpərə'mɛntəl / a. - ტემპერამენტობიანი  
 tense / tɛns / .. - ღრმ  
 ten / tɛn / num. - ათი  
 testimony / ˈtɛstɪməni / n. - მკვირი ჩვენება, მტკიცება  
 text / tɛkst / n. - ტექსტი  
 than / ðæn / conj. - ვიდრე  
 thank / θæŋk / v. - მადლობის ვადახდა  
 thaw / θɔ: / v. - დნობა  
 theatre / ˈθɪətə / n. - თეატრი  
 theme / θi:m / n. - თემა  
 then / ðen / adv. - მაშინ  
 thesis / θɪ:sis / n. - თეზისი დისერტაცია  
 thick / θɪk / a. - სქელი  
 thimble / ˈθɪmbl / n. - სათიფთაო  
 thin / θɪn / a. - თხელი  
 thief / θi:f / n. - ქურდი  
 thigh / θaɪ / n. - თეძო  
 thine / θaɪn / pr. - შენი  
 think (thought, thought) / θɪŋk , θɔ:t / v. - ვიჭრე  
 thing / θɪŋ / n. - საგანი  
 thinking / ˈθɪŋkɪŋ / n. - ვიჭრე  
 third / θɜ:ð / num. - მესამე  
 thirst / θɜ:st / n. - წყურვილი  
 thistle / ˈθɪsl / - ნარგავი / ბოჭ. /  
 thorn / θɔ:n / n. - აყალი  
 though / ðəʊ / adv. - თუმცა  
 thousand / ˈθaʊzənd / num. - ათასი

- three /θri:/ num. - სამი
- thy /ðai/ pr. - შენი /მოძველ/
- tie /taɪ/ n. - ყელსაბჯვო
- tide /taɪd/ n. - მოქცევა და უკუქცევა
- tiger /'tæɪgə/ n. - ვეფხვი
- tighten /'taɪtn/ v. - გაჭიმვა, შეკვრა
- tile /taɪl/ n. - ქაყელი, კრამიტი
- till /tɪl/ pr. - სანამ, ვიდრე
- time /taɪm/ n. - დრო
- tin /tɪn/ n. - ქილა, კონსერვი
- tinned /tɪnd/ n. - დაკონსერვებული
- tiny /'taɪni/ a. - პანაწინა
- tinker /'tɪŋkə/ n. - მკადავო
- tint /tɪnt/ n. - ელფერი
- tip /tɪp/ n. - ენის წვერი
- tiptoe /'tɪptəʊ/ v. - ფეხის წვერებზე სიარული
- tired /taɪəd/ a. - დაღლილი
- toil /tɔɪl/ n. - ჯაფა
- toast /təʊst/ n. - გაფიცებული პურის ნაჭერი
- throw (threw, thrown) /θrəʊ, θruː, θrəʊn/ v. - გადახვევა
- tomorrow /tə'mɔːrəʊ/ adv. - ხვალ
- tone /təʊn/ n. - ტონი
- take (took, taken) /teɪk, teɪk, teɪkən/ v. - აღება
- tool /tuːl/ n. - სამუშაო იარაღი
- top /tɒp/ n. - წვერი
- toss /tɒs/ v. - გადახვევა, გადასრომა
- touch /tʌtʃ/ v. - შეხება
- tour /tʊə/ n. - მოგზაურობა
- town /taʊn/ n. - ქალაქი
- toy /tɔɪ/ n. - სათამაშო

- track /træk/ n. - ნაკვებურები, ნაკვადივი  
 trailer /'treɪlə/ n. - თიბმა, საბჭური  
 train /treɪn/ n. - მაგარებელი  
 tram /træm/ n. - ტრამვაი  
 treasure /'treʒə/ n. - ჭანძველი  
 treat /tri:t/ v. - მოქცევა, მოპყრობა  
 tree /tri:/ n. - ხე  
 tremendous /trə'mendəs/ a. - უზარმაზარი  
 tress /tres/ n. - კვდილი  
 triangle /'tri:əŋɡəl/ n. - სამკუთხედი  
 trick /trɪk/ n. - ეშმაკობა  
 tricky /'trɪki/ v. - რული, დახლარული  
 trolley /'trɒli/ n. - ურიკა  
 trot /trɒt/ v. - ჩორჩით სიარული  
 true /tru:/ a. - ჭეშმარიტი  
 trout /traʊt/ n. - კარმახი  
 trudge /'trʌdʒ/ v. - გაჭირვებით სიარული  
 trunk /trʌŋk/ n. - ხორჯუმი  
 try /traɪ/ v. - ცდა  
 turn /tu:n/ v. - მობრუნება  
 turtle /'tɜ:tl/ n. - კვერთხი / მღვიმის /  
 tweed /'twi:d/ n. - ტყილი / შალის ქსოვილი /  
 twin /twɪn/ n. - მკუპის ცალი  
 twist /twɪst/ v. - ვრება, ტრიალი  
 type /taɪp/ v. - ბეჭევა

U u

- ugly /ʌɡli/ a. - უღამაზი  
 umbrella /'ʌmbrelə/ n. - ქოცვა  
 unbend /ʌn'bend/ v. - განწორება

- unbeaten /'ʌbɪ.tən / a. - დაუმარცხებელი
- unbearable /'ʌnbɛərəbəl / a. - აუტანელი
- unbroken /'ʌnbroukən / a. - გაუტეხავი, მთლიანი
- uncertain /'ʌnsɜ:tən / a. - დაუზრუნველებელი
- uncle /'ʌŋkəl / n. - ბიძა
- unconquerable /'ʌnkɔŋkərəbəl / a. - დაუმარცხებელი
- under /'ʌndə / pr. - ქვეშ
- undergo (underwent, undergone) /'ʌndə'ɡəʊ , 'ʌndə'weɪnt ,  
'ʌndə'ɡɔ: / v. - განდგა, გადატანა
- underestimate /'ʌndə'ɛstɪmeɪt / v. - დაუფასებლად
- understand (understood, understood) /'ʌndə'stænd , 'ʌndə'stʌnd /  
v. - გაგება
- uneasy /'ʌni:zɪ / a. - მოუსვენარი
- unfold /'ʌnfɔ:ld / v. - გახსნა
- unhappy /'ʌnhæpi / a. - უბედური
- unity /'ju:nɪti / n. - ერთიანი
- unjust /'ʌndʒʌst / a. - უსამართლო
- unknown /'ʌn'noʊn / a. - უცნობი
- unlock /'ʌnlɔ:k / v. - გაღება
- unpleasant /'ʌnpleezənt / a. - არასასიამოვნო
- unreal /'ʌn'riəl / a. - არარეალური
- unrip /'ʌn'ri:p / v. - გარღვევა, გახვევა
- unsafe /'ʌns'eɪs / a. - უშიშრო, საშიშვანი
- unsalted /'ʌn'sɔ:ltɪd / a. - უმარილო
- upper /'ʌpə / a. - ზედა
- usual /'ju:ʒʊəl / a. - ჩვეულებრივი
- useless /'ju:sɪs / a. - უსარგებლო
- utter /'ʌtə / v. - წარმოთქმა

V v.

- vain /veɪn/ a. - ქატივმოყვარე  
 in vain /In veɪn/ - ტყუილბრალოდ  
 vase /veɪz/ n. - ვაზა  
 veal /vi:l/ n. - ხმის ხორცი  
 veil /veɪl/ n. - პირბადე  
 vent /vent/ n. - შესასვლელი ან გამოსასვლელი ნაპრაღი  
 verse /vɜ:s/ n. - ლექსი  
 very /veri/ a. - ძალიან  
 vest /vest/ n. - ჯილეტი  
 vicarage /vɪkərɪdʒ/ n. - მიწების კარმიდამო  
 vice-presidency /vaɪs 'prezɪdənsɪ/ n. - ვიცეპრეზიდენტობა  
 village /vɪlɪdʒ/ n. - სოფელი  
 vile /vaɪl/ a. - საშიშერი, მუხალი  
 vine /vaɪn/ n. - ვაზი  
 visit /vɪzɪt/ v. - სანახევად მოსა  
 voice /voɪs/ n. - ხმა

W w

- wage /weɪdʒ/ n. - ხელფასი  
 walk /wɔ:lk/ v. - სეირნობა, სიარული  
 wall /wɔ:l/ n. - კედელი  
 want /wɒnt/ v. - სურვილი  
 wail /weɪl/ v. - გოდება  
 wait /weɪt/ v. - დედა  
 wane /weɪn/ v. - გაქრობა, დაკატარავება  
 ward /wɔ:d/ n. - მეურვეობა  
 war /wɔ:/ n. - ომი  
 warm /wɔ:m/ a. - თბილი



- warn /wɔ:n/ v. - გაფრთხილება.  
 wash /wɒʃ/ v. - დაბანვა  
 watch /wɒtʃ/ v. - ღვედვების დევერა.  
 waterproof /'wɔ:təpru:ʃ/ n. - წყალგაუმტარი დაბანვა  
 way /weɪ/ n. - გზა  
 wear (wore, worn) /weɪ, wɔ:, wɔ:n/ v. - გარევა  
 weather /'weðə/ n. - ამინდი  
 wed /wed/ v. - დაქორწინება  
 weed /wi:d/ n. - სარეველა მარაბი  
 week /wi:k/ a. - სუბტი  
 weird /wiəd/ a. - იღუმალი, უცნაური, საბედისწერო  
 well /wel/ adv. - კარგად  
 west /west/ n. - დასავლეთი  
 wet /wet/ a. - სველი  
 wheel /wi:l/ n. - ბორბალი  
 where /weə/ adv. - სად  
 while /waɪl/ conj. - ვიდრე, იმ დროს  
 whimper /'wɪmpə/ v. - სღვკუნთ  
 white /waɪt/ a. - აბერი  
 whitepaper /'waɪtpeɪpə/ n. - პარლამენტის მიერ გამოცემული  
 წიგნი, ბროშურა  
 whole /həʊl/ a. - მარლიანი  
 win (won, won) /wɪn, wɒn, wɔ:n/ v. - ბოგება  
 wine /waɪn/ n. - ღვინო  
 window /'wɪndəʊ/ n. - ვანდარა  
 wipe /waɪp/ v. - გაწმენდა  
 wise /waɪz/ a. - მრძვენი  
 woo /wu:/ v. - არმოყობა, გრფიადი  
 wood /wud/ n. - ბუბა  
 wool /wul/ n. - მარლი  
 woolen /'wulɪn/ a. - მარლის

- wonderful /wʌndəfʊl/ a. - საოცარი  
wonder /wʌndə/ n. - საოცრება, სასწაული  
work /wɜ:k/ v. - მუშაობა  
world /wɜ:ld/ n. - მსოფლიო  
worse /wɜ:z/ a. - უარესი  
wrap /ræp/ v. - შეხვევა  
wreath /rɪ:θ/ n. - გვირგვინი  
write (wrote, written) /raɪt, raʊt, rɪt/ v. - წერა  
wrong /rɒŋ/ a. - არასწორი  
wreck /ræk/ v. - დაღუპვა /გემის, მანქანების/

Y y

- yard /jɔ:d/ n. - ეზო  
yawn /jɔ:n/ n. - იძინარება  
year /jɜ:/ n. - წელიწადი  
yearn /jɜ:n/ v. - იბოძვება, სწრაფვა  
yelp /jelp/ v. - წამუტუნის, წაკვნიკით  
yesterday /jestədi/ adv. - გუთონ  
yet /jet/ adv. - კიდევ  
yield /jɪ:ld/ v. - დათმობა  
young /jʌŋ/ a. - ახალგაზრდა  
yogi /'jəʊdʒi/ n. - იოგი  
yoke /jəʊk/ n. - ჯვარი  
yolk /jəʊk/ n. - კვერცხის ალბი  
youth /ju:θ/ n. - ახალგაზრდობა, ახალგაზრდა

Z z

- zeal /zi:l/ n. - გულმოდგინება.

Spot

- bark /bɑ:k / v - ყუბა
- bewildered /bi'wɪldəd / a. - გაუგონარი
- bullet /bʌlɪt / n. - ბუტა
- caress /kə'res / v. - აღერსი
- courageous /kə'reɪʒəs / a. - გულდად
- den /den / n. - ბუნახი
- drive away (drove, driven) /draɪv, draʊv, draɪvn / v. - გაძრევს
- exploit /ɛksplɔɪt / n. - ფაქტობრივი
- flock /flɒk / n. - ცხვრის ჯარა
- fondle /fɒndl / v. - მ აღერსი, მოსიყვარულება
- goat /ɡəʊt / n. - თხა
- gorge /ɡɔ:dʒ / n. - ხევი
- graze /ɡreɪz / v. - ძოვა
- grown-up /ɡrəʊn ʌp / n. - მოზრდილი
- half-dead /hɑ:fded / a. - ცოცხალიმკვდარი
- inquisitive /ɪnkwɪzɪtɪv / a. - ცნობისმოყვარე
- lick /lɪk / v. - ლეკვა
- naughty /'na:tɪ / a. - უჩი, გაუგონარი
- obedient /ə'bi:djənt / a. - ძორჩილი, დამჯერი
- obstinate /ə'bstɪnət / a. - ჯიუტი
- pasture /'pɑ:stʃə / n. - საძოვარი
- peer down /'pɪə'daʊn / v. - ჩახედვა
- pipe /paɪp / n. - საღებური
- pool /pu:l / n. - გუბე, ტბორი
- puppy /pʌpɪ / n. - ლეკვი
- reflection /rɪ'fleksʃən / n. - ანარეკლი
- reprove /rɪ'pru:v / v. - გაკიცხვა, საყვედური
- rescue /'reskju: / v. - გადარჩენა
- rock /rɒk / n. - ლედი

- sheep-dog /ʃi:p dɒg/ n. - ნაგაში,  
 shepherd /ˈʃepəd/ n. - მწყემსი  
 spot /spɒt/ n. - ღაჯა  
 Spot /spɒt/ n - სპოტი /ძაღვის სახელი/

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