

ARSHAD KARDEM

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Ministry of Education

ENGLISH PRONUNCIATION

FOR

STUDENT TEACHERS

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FIRST AND SECOND YEARS

DEPARTMENT OF ENGLISH

TEACHERS INSTITUTES

TEACHER TRAINING INSTITUTES



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INTRODUCTION

Teaching English Pronunciation has been one of the basic and most essential elements in the process of teaching English for foreign learners. This is largely due to the fact that it is associated with the oral skills and activities that are indispensable in this process particularly in the early stages of learning. The teacher of English is, therefore, expected to show optimal performance in standard English Pronunciation while teaching English for young beginners, hence the need arises for an intensive course in standard English Pronunciation particularly designed for student teachers expected to teach English as a foreign language in the primary schools of Iraq. This is hoped to meet this need and achieve such an objective.

The standard (accent) of English dealt with in this book is the one usually referred to as Received Pronunciation (abbreviated as RP). It is the standard recommended for foreign learners studying British English. This standard is also known as the one used by British announcers and news readers.

In consequence, this book is mainly designed to acquaint student teachers with the sound system of English language with particular emphasis on practice and giving less reference to phonetic and phonological theory. It consists of six chapters. One gives preliminary description of the speech organs and their functions in the process of speech production. Chapter Two deals with the segmental speech units and some of the articulatory aspects associated with their production and description.

Chapter three gives a detailed description English consonants in the form of numerous drills, patterns and exercises for further practice. Chapter Four follows the same pattern as Chapter Three as regards English vowels . Chapter Five gives a detailed description of the most familiar problems encountered by foreign learners when using English segments in discourse (context) . Chapter Six deals with the suprasegmentals of English stress, rhythm , strong and weak forms, juncture and intonation .

It is preferable that chapters 1- 4 are taught in the first year and chapters 5 and 6 in the second year .

When teaching this book the following steps are recommended:

- 1- Give a brief idea of the material you are going to teach and explain its purpose .
- 2- Assign the material as homework .
- 3- Discuss the material with your students making use of the exercises provided at the end of each chapter.
- 4- Assign the exercises to be done at home .
- 5- Check your students' answers the next class period .
- 6- Ask a number of students to do the exercises orally .

7-Show the students the correct answers on the overhead projector transparencies .

.In the teaching of any drill or practice material, follow these steps :

1-Explain the aim of the drill or practice material.

2-Ask your students to listen to you (or to the recording) while they follow in their books .

3-Ask your students to repeat the material chorally after you (or after the tape) .

4-Ask individual students to read material .

CHAPTER ONE
SPEECH ORGANS

Human beings have the ability to produce speech sounds. When we speak we make use of organs situated in the respiratory tract such as lips, teeth, tongue, etc. It is important for students to have an elementary knowledge of the construction of the speech organs and how they are used to produce speech sounds.

The following diagram shows the main organs of speech with their names.

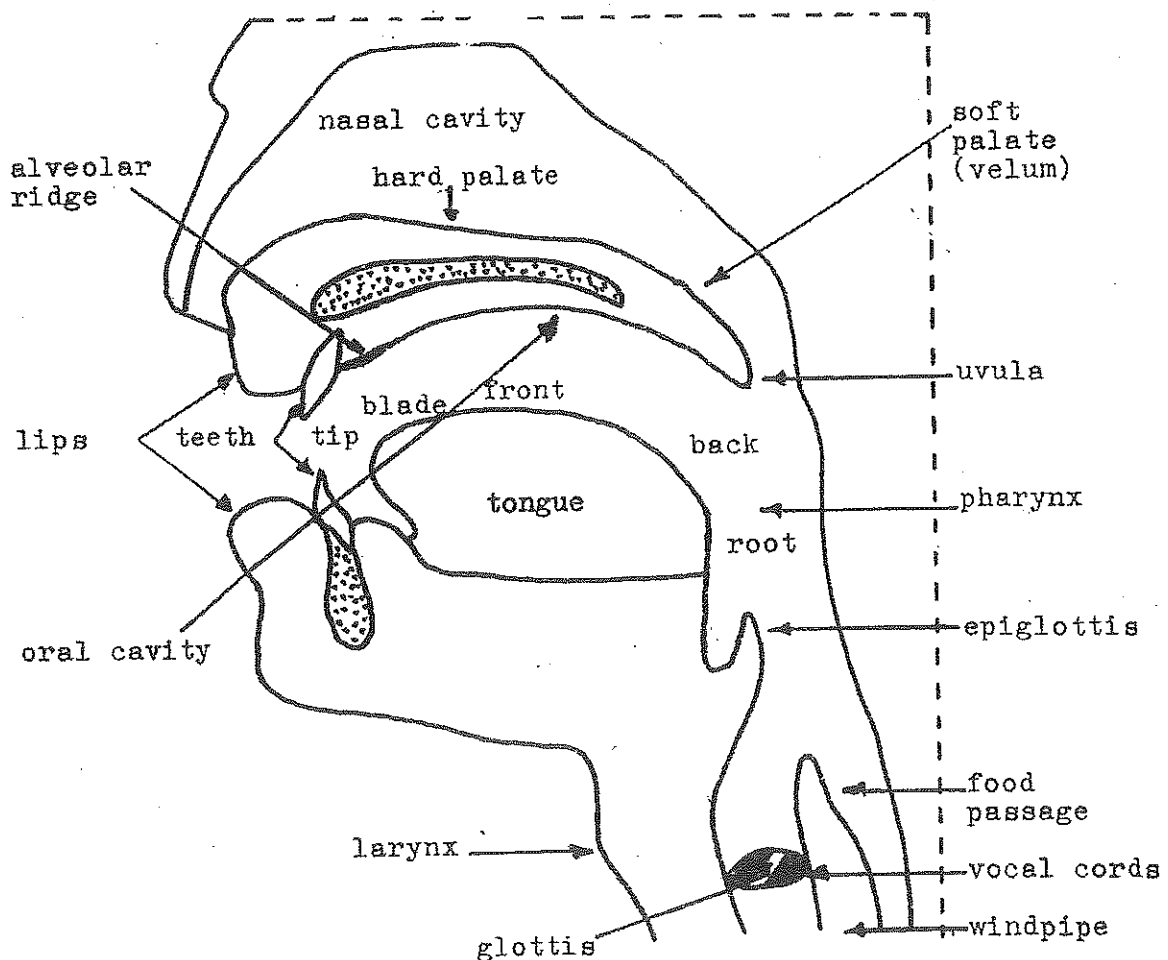


Figure (1) :The Organs of Speech

Speech organs are divided into two main groups:

- 1- Movable organs : They are also called active articulators. They are the lips , the tongue , and the velum (soft palate) .
- 2- Stationary or unmovable organs : They are also called passive articulators. They are the teeth , the alveolar ridge and the hard palate .

A speech sound is usually produced when a movable speech organ comes near or into contact with an unmovable speech organ. For example, the English sound /f/ is produced when the movable organ(active articulator) the lower lip comes into contact with the upper front teeth which are unmovable (passive articulator) .

Another Example is the English speech sound /s/ which is produced when the front of the tongue , which is movable (active articulator) comes into contact with the alveolar ridge , which is unmovable (passive articulator) .

The following is an elementary description of these speech organs .

1-The Lips

The lips are movable organ and can take up various different shapes when speech sounds are produced .The following diagrams illustrate the main lip positions :

a-closed position - for the production of /p/, /b/ and /m/



Figure (2)

b- spread position - for the production of /i:/ and /i/

Handwritten note: /i:/ and /i/

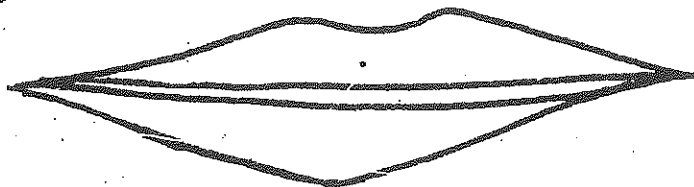


Figure (3)

c-neutral position - for example when producing /e/ and /ɜ:/

Handwritten note: /e/ and /ɜ:/

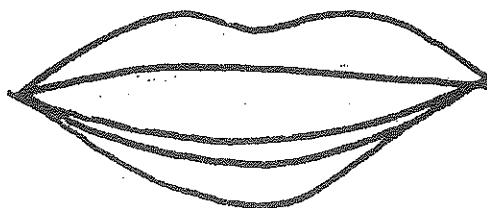


Figure (4)

29
d- open position - for example when producing / a: /

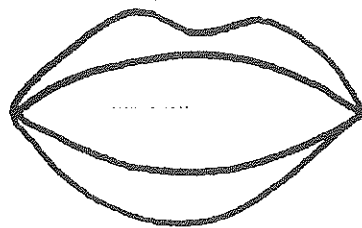


Figure (5)

e- open-rounded position- for example when producing / o /

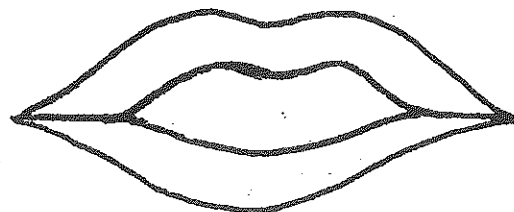


Figure (6)

f- close-rounded position- for example when producing / u: /

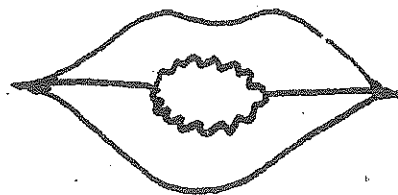


Figure (7)

2-The Teeth

The upper front teeth are used in the production of certain speech sounds. The consonant sounds /θ/ and /ð/ are produced by the tip of the tongue either on the upper teeth or between the upper and lower teeth. /f/ and /v/ are produced when the lower lip comes into contact with the upper teeth.

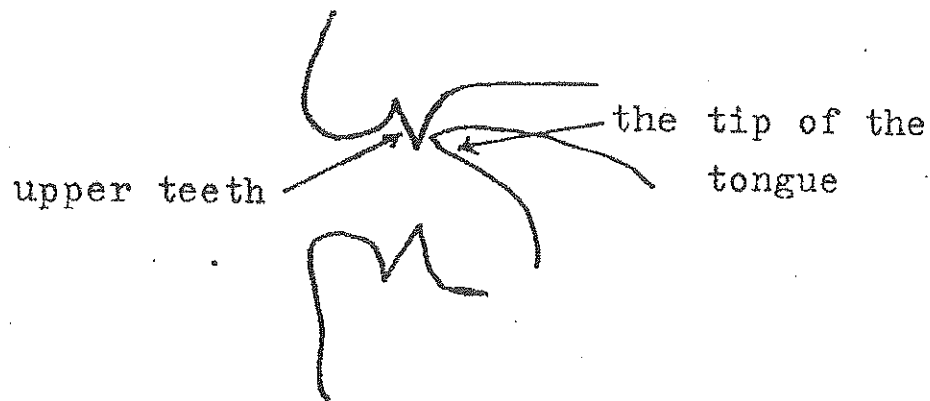


Figure (8) : /θ/, /ð/

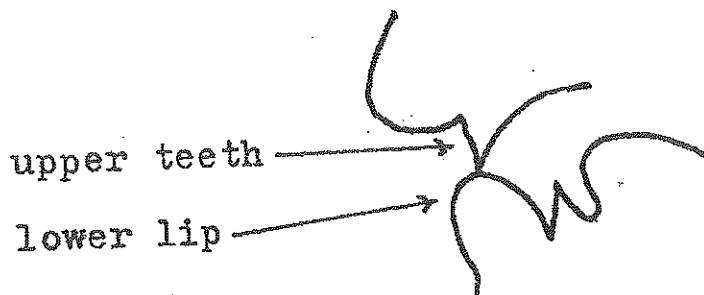


Figure (9) : /f/, /v/

3-The Alveolar Ridge

It is an unmovable speech organ which forms the part between the upper front teeth and the hard palate. The English consonants /t/ , /d/ , /s/ , /z/ are produced when the front of the tongue comes into contact with the alveolar ridge .

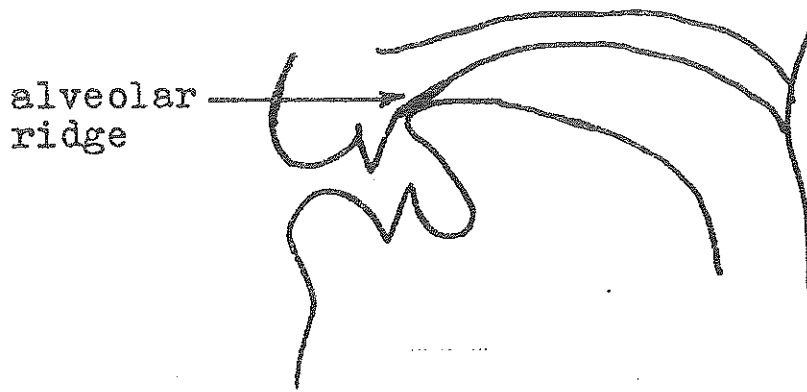


Figure (10) : The Alveolar Ridge

4-The Palate

الجزء الأعلى من السقف

It forms most of the roof of the mouth and consists of the following parts : the hard palate and the soft palate .

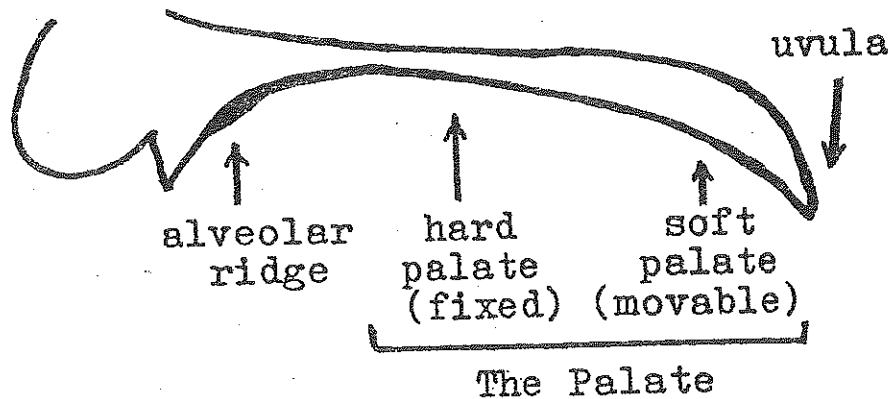


Figure (11) : The Roof of the Mouth

The hard palate is the unmovable part that immediately comes after the alveolar ridge. The soft palate or the velum is the movable part of the palate . When the soft palate is raised , it closes the way to the nasal cavity . So the stream of air passes through the mouth-only . When we make sounds like /k/ and /g/ the back of the tongue is raised to come into contact with the lower side of the velum while the way to the nasal cavity is closed.



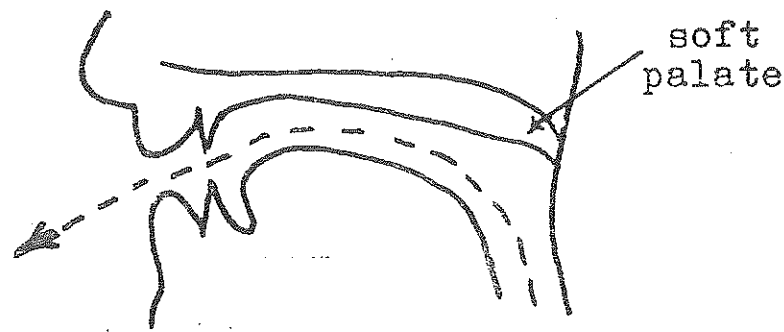


Figure (12) : The soft palate in its raised position

When the soft palate is in its lowered position, the stream of air passes behind it and up into the nasal cavity and out through the nose . This position takes place when the nasal consonant sounds /m/ , /n/ and /ŋ/ are produced .

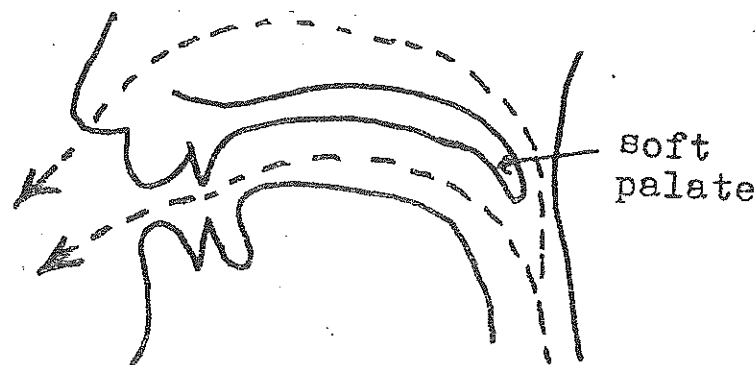


Figure (13) :The soft palate in its lowered position

The uvula is the hanging part of the soft palate (velum) .

5- The Tongue

The tongue is amovable speech organ .
It is the most important of the organ of speech due to its greatest variety of movement.

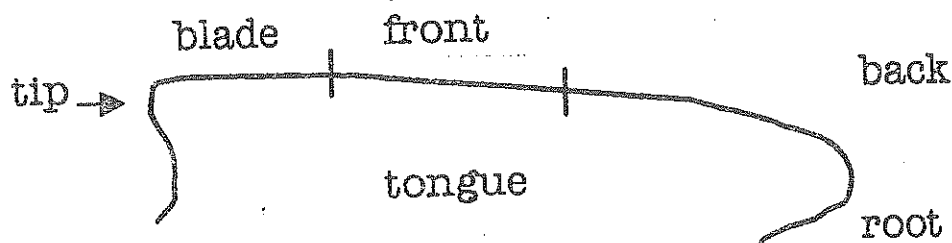


Figure (14) : Parts of the Tongue

The tip and blade of the tongue can move and touch the lips, the teeth, the alveolar ridge and the hard palate or just remain flat at the bottom of the mouth. It can be raised to any position between the roof and the bottom of the mouth (without touching the roof of the mouth), when producing the vowels /i:/ , /ɪ/ , /e/ , / a / and /a:/ ,for example . The back of the tongue can be raised to touch the soft palate or remain flat in the mouth. It can be raised to any position between these to places (without touching the soft palate),for example when producing the vowels sounds /u:/, /u/, /o:/ and /o/ .

6-The Vocal Cords

The vocal cords are two small bands of elastic tissue, like two flat strips of rubber extending horizontally across the width of the larynx (the air passage) . The space between the vocal cords is known as the glottis .

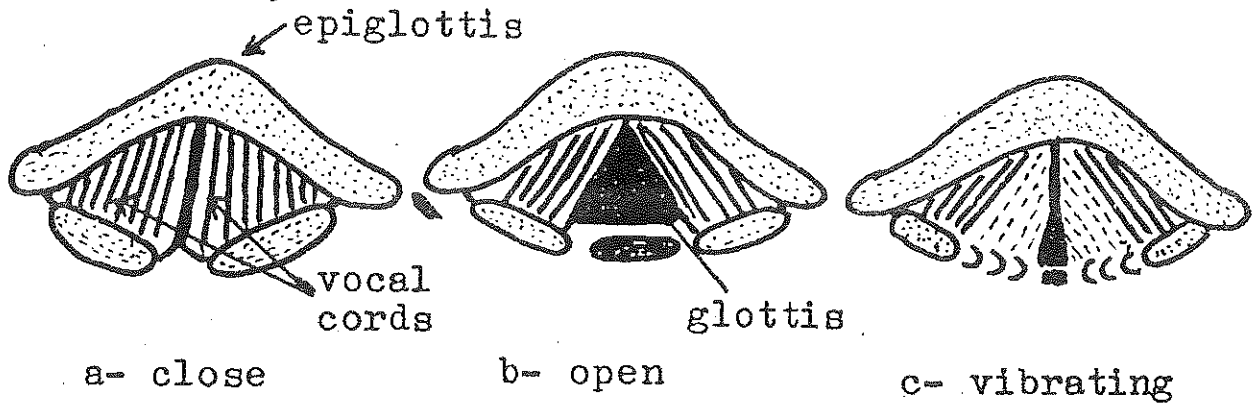


Figure (15) : The Vocal Cords

When the stream of air passes between the vocal cords , it may cause them to vibrate (move forwards and backwards) . The sound produced as result of the vibration of the vocal cords is called " voice " . The speech sound which is produced while the vocal cords are vibrating is called a " voiced sound " . All vowel sounds are accompanied with such vibration , so all of them are voiced . The consonants /b, d, g, v, ð, z, ʒ, ʤ, l, m, n, ŋ, r, w, and j / are also voiced because they are accompanied with the vibration of the vocal cords when they are produced .

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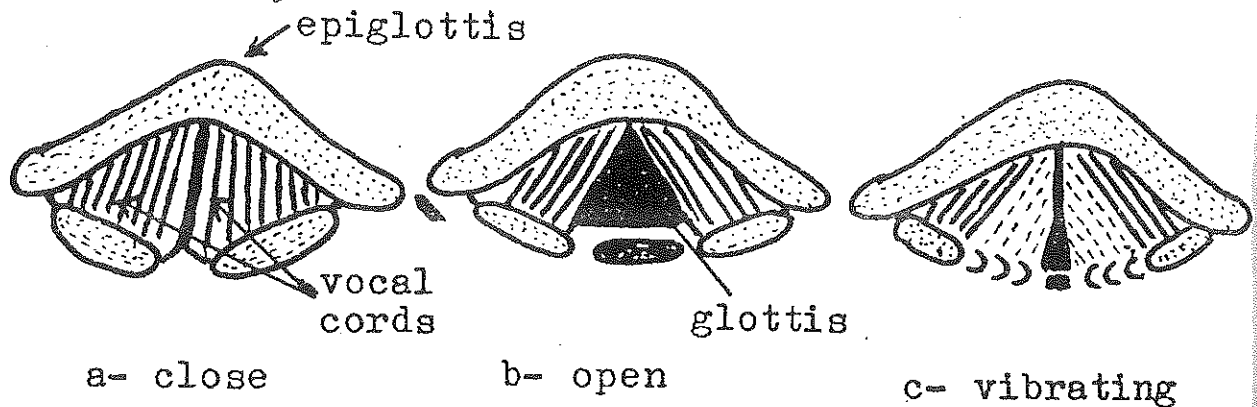


Figure (15) : The Vocal Cords

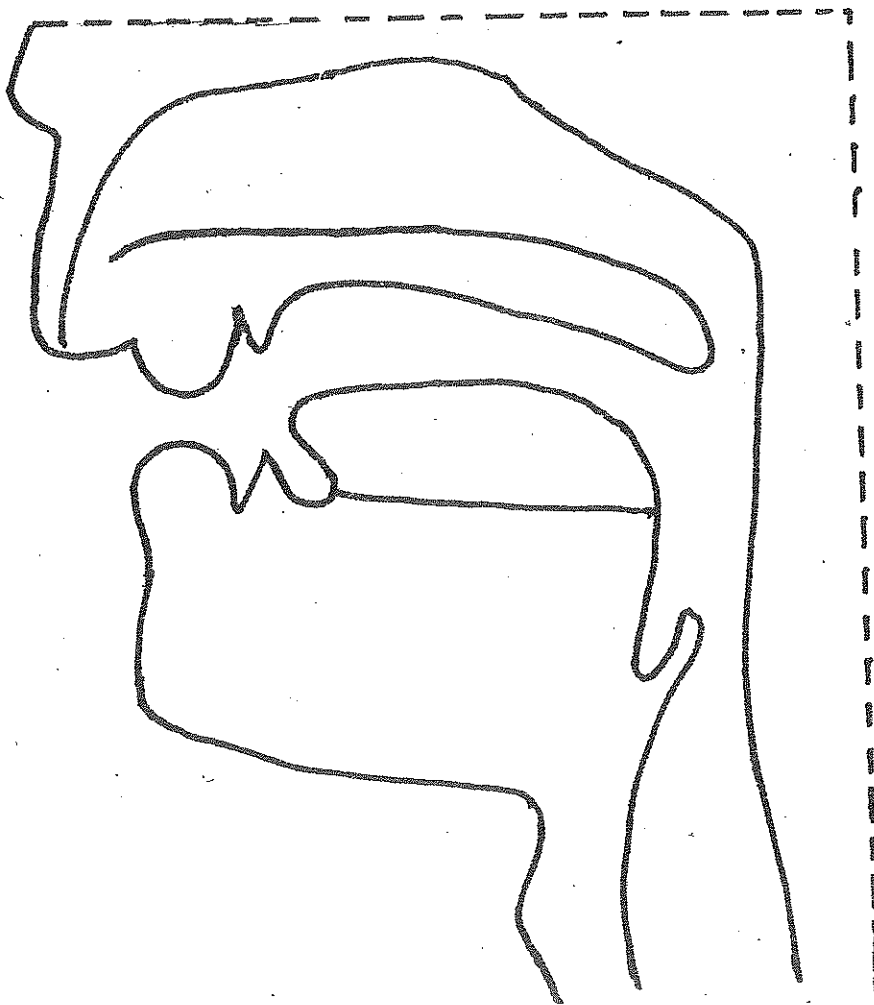
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The sounds which are produced while the vocal cords are drawn apart (not vibrating) are called " voiceless sounds " ; they are not accompanied with the vibration of the vocal cords. The consonants /p, t, k, f, θ, s, ʃ, ts, and h/ are voiceless consonants sounds .

EXERCISES

1- Label the following speech organs on the figure below :

- a- the alveolar ridge
- b- the soft palate
- c- the front of the tongue
- d- the glottis
- e- the nasal cavity



2. List the movable organs of speech .
3. Mention the lip position when producing the following sounds :

e.g. /o/ = open – rounded position

a- /a:/	e- /o:/
b- /e/	f- /u/
c- /i:/	g- /b/
d- /m/	h- /ə/

4. What sounds can be produced by the help of the upper teeth ?
5. How does the soft palate affect the direction of the air passage ?
6. What sounds are produced when the soft palate is lowered?
7. What are the vocal cords ?
8. What do the vocal cords produce when they vibrate ?
9. What is meant by “voiced” sounds ?
10. What is meant by “voiceless” sounds ?

1-

2-

3-

CHAPTER TWO SPEECH SOUNDS , PHONEMES AND PHONEMIC SYMBOLS

The sound system of any language consists of a minimal number of speech sound units called "phonemes". For a better understanding of these phonemes and how they operate in the language sound system it is useful to learn the following definitions.

- 1- The phoneme: It is defined as the minimal unit in the sound system of a particular language and it consists of a bundle of distinctive sound features.
- 2- Sound Features: They are features that distinguish the minimal sound unit is (phonemes) from one another .
- 3- Bundle of Distinctive Features: The number of distinctive features that phoneme consists of and which help to distinguish it from other phonemes. For example , the English phoneme /p/ is characterized by these distinctive features : it is voiceless; it is bilabial ; and it is plosive . Any difference of one or more of these distinctive features could bring about a contrast with the other phonemes of the sound system .

sound features, however , can be either distinctive or non - distinctive . For example , if we compare /p/ with /b/ in pad /pad/ and bad /bad/ we can see that they share most of the features mentioned earlier except that /b/ is a voiced consonant . The feature of voicing is , therefore , distinctive in this

case . However , in some cases a difference in one of the distinctive feature of a phoneme could not be so contrastive , i. e. , English /t/ is described as having the feature : voiceless , alveolar and plosive , but in a particular context , for example , in the word eighth /eitθ/,/t/ here is not alveolar but dental . This difference does not affect the place of /t/ in the system as a phoneme and /t/ in eighth is said to be an allophone or a variant of the phoneme /t/ in that particular context . Another example may also explain how allophones are related sounds of one family , the phoneme. If we take /p/ in a word initial position as in put /put /, we could detect another sound feature "aspiration" added to the known feature of /p/ , i.e., voiceless , bilabial and plosive . Now this feature is not found when /p/ is preceded by /s/ as in speak /spi:k/ : Also it is not found when /p/ comes in word final position as in stop /stop/. The aspirated /p/ in put /put/ is then considered an allophone of /p/.

The minimal number of phonemic symbols required for writing a language is the number of phonemes in that language . And when we write using phonemic symbols we say that we are writing in phonemic transcription .

In this book phonemic transcription is put between two slants / / .

In English , writing does not correspond directly to speech . A single letter such as s can stand for different sounds:

/s/	as in	<u>s</u> ee /si:/
/z/	as in	h <u>s</u> /hiz/
/ʒ/	as in	me <u>s</u> ure /'meʒə/
/ʃ/	as in	<u>s</u> ure /ʃuə/

A sound such as /k/ can be represented by different letters.

c	as in	<u>c</u> at /kat/
k	as in	<u>k</u> ill /kil/
ch	as in	<u>ch</u> ool /sku:l/

Besides, a single speech sound in a number of languages of the world is represented by different letters. Or symbols . So in order for phoneticians to have easy access to the study of the sound system of different languages, they had to device a unified system of representing all the spoken sounds . This led to the appearance of the International phonetic Alphabet (I.P.A) It is the name for a set of symbols designed to represent sounds used in all languages of the world . The following is a list of the IPA phonemic symbols of English . One symbols is given for each English phoneme with an example of a word containing that phoneme .

A- The English Consonant Phonemes

IPA Phonemes Symbols	Ordinary Spelling	Phonemic Transcription
1- /p/	<u>p</u> en	/p <u>en</u> /
2- /b/	<u>b</u> e	/b <u>i:</u> /
3- /t/	<u>t</u> ea	/t <u>i:</u> /
4- /d/	<u>d</u> o	/d <u>u:</u> /
5- /k/	<u>k</u> at	/k <u>at</u> /
6- /g/	<u>g</u> o	/g <u>ou</u> /
7- /f/	<u>f</u> at	/f <u>at</u> /
8- /v/	<u>v</u> ery	/v <u>eri</u> /
9- /θ/	<u>th</u> ree	/θ <u>ri:</u> /
10- /ð/	<u>th</u> at	/ð <u>at</u> /
11- /s/	<u>s</u> ee	/s <u>i:</u> /
12- /z/	<u>z</u> oo	/z <u>u:</u> /
13- /ʃ/	<u>sh</u> ip	/ʃ <u>ip</u> /
14- /ʒ/	<u>m</u> ea <u>s</u> ure	/m <u>ezə</u> /
15- /tʃ/	<u>ch</u> ild	/tʃ <u>aild</u> /
16- /dʒ/	<u>j</u> ust	/dʒ <u>ʌst</u> /
17- /h/	<u>h</u> at	/h <u>at</u> /
18- /l/	<u>l</u> ike	/l <u>aik</u> /
19- /m/	<u>m</u> e	/m <u>i:</u> /
20- /n/	<u>n</u> o	/n <u>ou</u> /
21- /ŋ/	<u>sing</u>	/s <u>ɪŋ</u> /
22- /r/	<u>r</u> ead	/r <u>i:d</u> /
23- /w/	<u>w</u> e	/w <u>i:</u> /
24- /j/	<u>y</u> es	/j <u>es</u> /

B- The English Vowel Phonemes

1- /i:/	<u>see</u>	/si:/
2- /i/	<u>sit</u>	/sit/
3- /e/	<u>bed</u>	/bed/
4- /a/	<u>cat</u>	/kat/
5- /a:/	<u>arm</u>	/a:m/
6- /o/	<u>hot</u>	/hot/
7- /o:/	<u>door</u>	/do:/
8- /u/	<u>look</u>	/luk/
9- /u:/	<u>moon</u>	/mu:n/
10- /ʌ/	<u>up</u>	/ʌp/
11- /ə:/	<u>bird</u>	/bɜ:d/
12- /ə/	<u>ago</u>	/ə'gou/

C-The English Diphthongs

1- /ei/	<u>wait</u>	/weɪt/
2- /ou/	<u>go</u>	/gou/
3- /ai/	<u>my</u>	/maɪ/
4- /au/	<u>now</u>	/naʊ/
5- /oi/	<u>boy</u>	/boɪ/
6- /iə/	<u>here</u>	/hiə/
7- /ɛə/	<u>there</u>	/ðɛə/
8- /ʊə/	<u>sure</u>	/ʃʊə/

For typing convenience, the Institute for the Development of English language Teaching in Iraq. (IDELTI) has made some modifications on the IPA phonetic symbol. These modifications on the IPA phonetic symbols . These modification which are listed below , will be used throughout this book .

IPA Symbols

IDELTI Modified Symbols

1- Vowel No . 4 / æ /	/ a /
2- Vowel No . 6 / o /	/ o /
3- Vowel No . 7 / o: /	/ o: /
4- Diphthong No . 5 / oi /	/ oi /
5- Diphthong No . 7 / eə /	/ eə /

Segmental phonemes

Sounds are either consonants or vowels . Vowels are produced with no obstruction of the continuous stream of air that comes out of the lungs and passes through the vocal cords causing them to vibrate , then through the vocal tract and out of the mouth . So there is no audible friction beyond that of voicing .

Consonants are produced by some kind of obstruction of the stream of air : constriction or closure at one or more points in the vocal tract by one or more of the movable organs of speech .

When we speak , we produce continuous stream of sounds , which can be divided into small units called phonemes. The word can has three phonemes : / k / , / a / and / n / . The word though has only two phonemes : / ð / and / ou / . In English we can find 24 consonant sounds or phonemes and 20 vowel sounds or phonemes .

The Description of Consonants

Consonants are described and classified in the following main features that distinguish each one from the others .

A- Voicing

The consonants which are produced with the vocal cords vibrating are referred to as voiced consonants . The other consonants, which are produced without the vibration of the vocal cords are referred to as voiceless consonants. So English consonants can be categorized into two groups concerning this feature:

1- Voiced Consonants : They are :

1- / b /	6- / z /	11- / n /
2- / d /	7- / ʒ /	12- / ŋ /
3- / g /	8- / dʒ /	13- / r /
4- / v /	9- / l /	14- / w /
5- / ð /	10- / m /	15- / j /

2- Voiceless Consonants : They are :

1- / p /	4- / f /	7- / ʃ /
2- / t /	5- / θ /	8- / tʃ /
3- / k /	6- / s /	9- / h /

B- Point (place) of Articulation.

Point of Articulation refers to the place or point of the oral cavity involved in the production of the sound . English consonants sounds can be categorized according to this variable or feature as follows :

1- Bilabial



Figure (16) : Bilabial Articulation

In the production of bilabial consonants , the upper and lower lips act as articulators and from closure followed by a release . The English bilabial consonants are : /p/ , /b/ , /m/ and /w/ .

2- Labio - dental

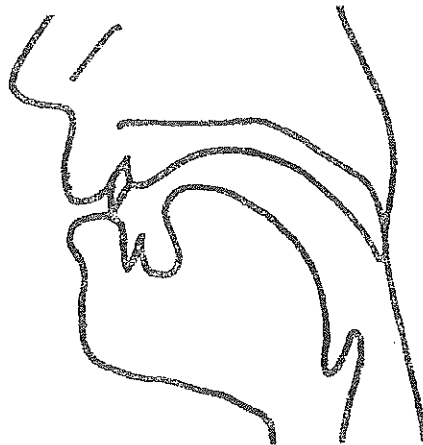


Figure (17) : Labio-dental Articulation

The production of labio- dental consonants involves the contact of the lower lip with upper teeth . The English labio - dental consonants are : /f/ and /v/ .

3- Dental (Interdental)

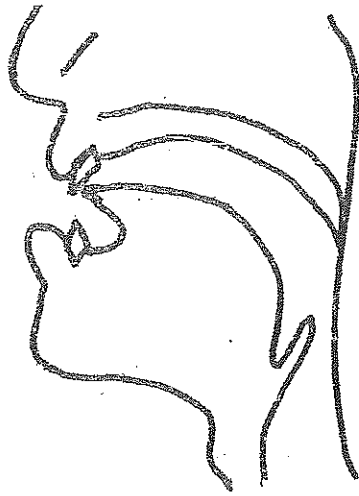


Figure (18) :Dental Articulation

In the production of dental(inter- dental) consonants the tip of the tongue is placed close to the upper front teeth . The English dental consonants are : / θ / and / ð /.

4- Alveolar

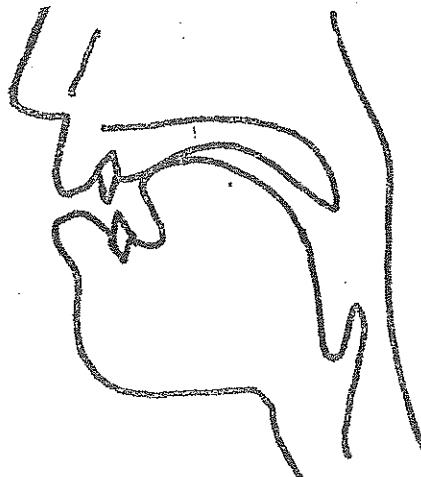


Figure (19) :Alveolar Articulation

In the production of the alveolar constants the tip and blade of the tongue make contact with the alveolar ridge ; or they are very close to it .

The English alveolar constants are :

/ t / , / d / , / s / , / z / , / l / and / n / .

5- Post - alveolar

In the production of Post - alveolar sounds the tongue usually has a curved shape and its tip points towards the back of the alveolar ridge . The English post - alveolar sound is / r / .

6- Palato - alveolar

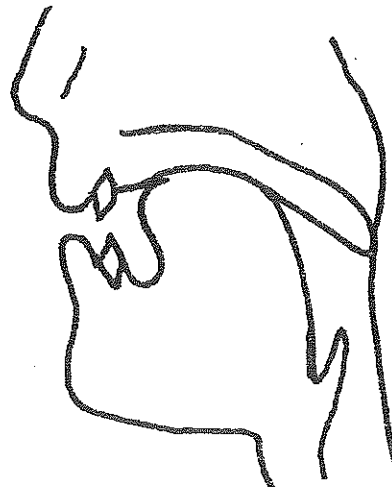


Figure (20) : Palato-alveolar Articulation

In the production of palato - alveolar constant , the blade of the tongue is raised to make a high contact with the back of the alveolar ridge . The main part of the tongue is raised towards the hard palate . The English palato - alveolar constants are : / ʃ / , / ʒ / , / tʃ / , and / dʒ / .

7- Palatal

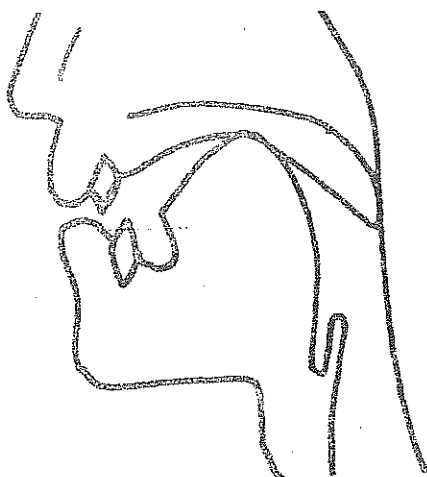


Figure (21) : Palatal Articulation

In the production of palatal constants the body of the tongue approaches the hard palate. The English palatal constants is /j/.

8- Velar

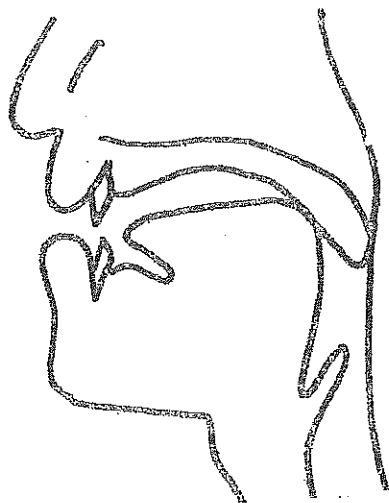


Figure (22) : Velar Articulation

In the production of velar constants the back of the tongue is raised to make a firm contact with the soft palate . The English velar constants are : /k/ , /g / , /ŋ/ .

9- Glottal

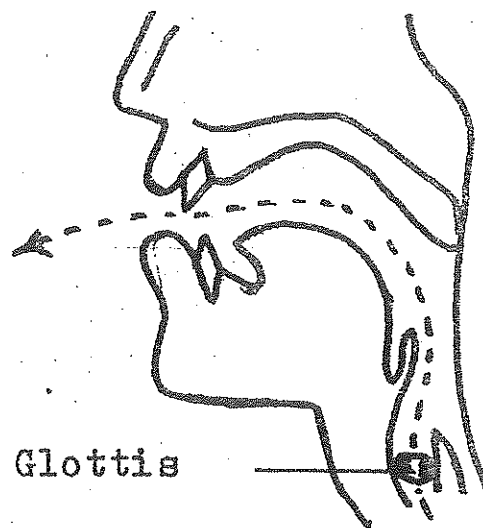


Figure (23): Glottal Articulation

A glottal sound is produced in the glottal , the opening between the vocal cords . The English glottal constant is /h/ .

Note : In the production of the English constant sounds /m/ , /n/ and /ŋ/ , the soft palate is lowered to allow the stream of air to pass through the nasal cavity , thus adding the resonance of the nasal cavity to those of the mouth and pharynx. In the production of all other constants the soft palate is raised and shute off the nasal cavity.

C-Manner of Articulation

Manner of articulation refers to the type of closure made by the different organ of speech , i.e., the way in which the air passes through the vocal tract , while the sound is produced . Concerning manner of articulation, the English constants are grouped as follows:

1- Stops (Plosives)

Stops (Plosives) are the sounds that are produced by means of a complete closure of the air passage, which is afterwards released with an explosion of air outside the mouth. The English stop are : /p/ , /b/ , /t/ , /d/ , /k/ and /g/.

2- Fricatives (Spirants)

Fricatives (Spirants) are the sounds that are produced with audible friction by letting the stream of air pass through a narrow opening where it causes friction of various kinds between the articulation involved in the production of such sounds. The English fricatives are : /f/ , /v/ , /θ/ , /ð/ , /s/ , /z/ , /ʃ/ , /ʒ/ , /h/ , and /r/ .

3- Affricates

Affricates are the sounds that begin like stops and end like fricatives. The air is trapped as for all the stop consonants, but it is released with definite friction of the /ʃ/ , and /ʒ/ , kind. The English affricates are : /tʃ/ , and /dʒ/.

4- Nasals

In the production of the nasal consonants, the soft palate is lowered and at the same time the mouth passage is blocked at some point, so that all the air escapes out of the nose. The English nasal consonants are : /m/ , /n/ , and /ŋ/ .

5- Laterals

In the production of lateral sounds, there is a partial closure of the air passage (the tip of the tongue on the alveolar ridge) . The stream of air is able to escape between the sides of the tongue and

6- Semi- Vowels

Semi- vowels are produced when the two articulators come so close to each other but not to the extent causing audible friction or producing a vowel- like sound . The English semi- vowels are /w/ and /j/.

The Description of Vowels

Vowels are voiced sounds in the production of which there is no obstruction to the stream of air as it passes from the lungs through the vocal tract. The positions of the tongue and lips, which can alter the shape of the mouth cavity , make the difference in quality between one vowel and another.

For the description of vowel sounds the following criteria are used:

- 1- The height of the tongue - how close the tongue is to the palate (the roof of the mouth) . The following positions can be identified:
 - a- close
 - b- half-close
 - c- half-open
 - d- open
- 2- The part of the tongue which is raised towards the palate - It may be :
 - a- the front part
 - b- the central part
 - c- the part

↓
back.

The following diagram is derived from the tongue positions in the mouth when producing the vowel sounds.

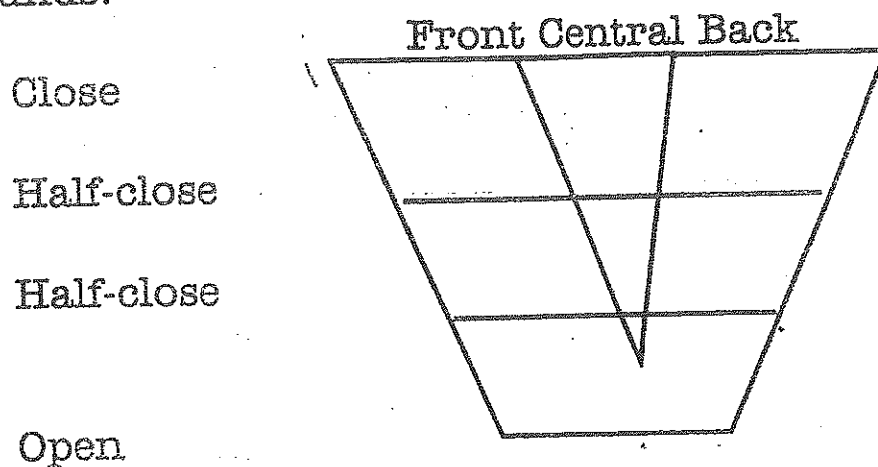


Figure (24) : Tongue positions

3- The position (shape) of the lips- We know that the lips can take several positions. Here we are concerned with two positions :

- a- spread or unrounded
- b- rounded

4- Length - Length could be a criterion for the description of vowels in some languages like English and Arabic ,i.e., whether the vowel is long or short in the sound system of that language . The two dots (:) indicate that the vowel is long.

The Cardinal Vowels

A universal system for the description of vowels- a system independent of any particular language - was devised by Daniel Jones . This system is still widely used by phoneticians. It is known as the Cardinal Vowel System. The cardinal vowels have been recorded as reference points for the description of the vowels of different language and dialects. The

best way to learn the cardinal vowels is from a teacher who knows them .However , one can listen to the recordings of the vowels and imitate them .

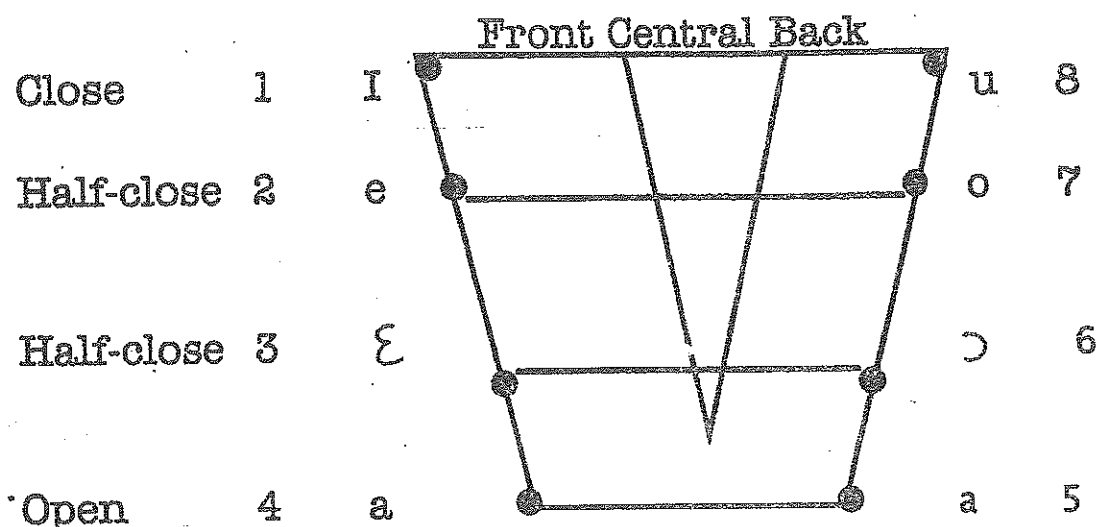


Figure (25) : The Eight Primary Cardinal Vowels

Cardinal vowel No.1 [i] is made with the tongue as high (as close to the roof of the mouth) and as far as possible . The other extreme of the vowel area is represented by cardinal vowel No . 5 [a]which is made with the tongue as low (open) and as far back as possible . In both cases no friction whatsoever should be made that might produce fricative consonants.

Cardinals 2,3 and 4 ([e],[ε] ,and[a] respectively) are front vowels falling between [i] and [a] Cardinals 6,7and 8 ([ɔ],[o] and [u] respectively)are back vowels with lip rounding .

If we examine the English vowel /e/ as in bed , we find that this vowel is roughly half - way between cardinals 2 and 3 .

English /e/

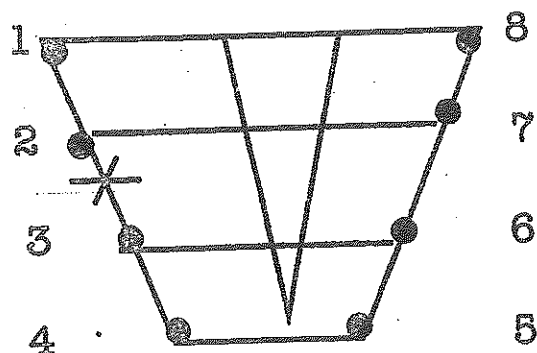


Figure (26) : The English vowel /e/ located

on the Cardinal Vowel Chart

In this way all the vowels of English or any other language can be described with reference to this vowel chart .

EXERCISES

- 1- What is a phoneme ?
- 2- What is meant by " phonemic transcription " ?
- 3- What does IPA stand for ?
- 4- What is the main difference between consonant sounds and vowel sounds ?
- 5- Identify the phonemes in each of the following words :

e.g. man /m/ /a/ /n/
 a- that f- come
 b- pot g- bush
 c- edge h- limb
 d- high I- street
 e- cheap j- new

- 6- Circle the words that begin with a bilabial consonant.

fat bat pat nine mine
wet that begin rat can.

- 7- Circle the words that begin with a velar consonant.

knife like cost get sing

- 8- State the point of articulation of the sound at the beginning of each of the following words .

e.g. man bilabial
 a- knife g- you
 b- go h- wet
 c- come I- much
 d- pot j- very
 e- write k- hat
 f- do l- that

- 9- State the manner of articulation of the sound at the beginning of each of the following words.

e.g. go stop (plosive)
 a- ten f- wait
 b- man g- dear
 c- like h- five
 d- see i- just
 e- child j- rat

10- State whether each of the following English sounds is voiced or voiceless .

a- /tʃ/	g- /k/
b- /m/	h- /ʒ /
c- /r/	l- /h/
d- /ʃ/	j- /w/
e- /v/	k- /ŋ/
f- /θ/	l- /p/

11-Complete the following sentences with information you have studied

a-Consonants made with both lips as articulators are called -----.

b-Sounds which are made in the glottis are called -----.

c-Sounds which are made with the tongue against the teeth are called -----.

d- Sounds which are made with the tongue against the upper teeth ridge are called -----.

e-Sounds which are made by the upper teeth against the lower are called -----.

12-Circle the words that end with a voiceless consonant .

What ridge	speak	bag	judge
Watch gas	his	nice	please
breathe both	drop	robe	fine

13-What are the two main factors that decide the quality of vowels ?

- 14- What criteria do we use for the description of vowels ?
- 15- In what way are the cardinal vowels useful ?

CHAPTER THREE

DESCRIPTION OF ENGLISH CONSONANTS

Table (1)

English Consonants

Manner of Articulation	Voicing	Place of Articulation								
		Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	Glottal
Stops (Plosives)	Voiced	b			d				g	
	Voiceless	p			t			k		
Fricatives	Voiced		v	ð	z	r	ʒ			
	Voiceless		f	θ	s		ʃ			h
Affricates	Voiced						dʒ			
	Voiceless						tʃ			
Nasals	Voiced	m			n			ŋ		
	Voiceless									
Laterals	Voiced						l			
	Voiceless									
Semi-vowels	Voiced	w							j	
	Voiceless									

The essential factors or features to be included when describing English consonants are :

- a- voicing
- b- point of articulation
- c- manner of articulation

1- /p/ It is a voiceless bilabial stop .

ˈp ˈpʊpəl / ' pju:pl /
pp ˈæpl / ' apl /

When /p/ is followed by a stressed vowel , it is pronounced with considerable puff of breath or " aspiration " (i.e., a slight /h/ is heard after the explosion of /p/ and before the beginning of the vowel) . Aspiration helps to a considerable degree in the distinction between /p/ and /b/ in particular contexts.

The pronunciation of /p/ in the following words might be shown thus :

pay /p^hei/ pig /p^hig / port / p^ho:t /

This aspiration is relatively weak when /p/ is followed by an unstressed vowel as in:

Polite /pə'laɪt / upper /'ʌpə/

When /s/ precedes /p/ initially in a syllable, there is practically no aspiration, even when the syllable carries a strong stress .

For example: spin / spin/ speak / spi:k /

/p/ occurs at the beginning , in the middle and at the end of words.

initial

part / pa:t/
pit/pit/
peak /pi:k/
pool /pu:l/
pay /pei/

medial

upper /'ʌpə/
people /'pi:pl/
stopping/'stopɪŋ/
happy /'hapi/
kept /kept/

final

stop /stop/
drop /drop/
up /ʌp/
rope /roup/
cap /kap/

I hope to prove my point.

/ai 'houp tə' pru:v mai 'point/

2- /b/ It is a voiced bilabial stop .

It is spelt:

b buy /bai/

bb rubber /'rʌbə /

It is never aspirated . It occurs in initial "

medial and final positions.

initial

buy /bai/

bring /brɪŋ/

bit /bit/

boy /boi/

medial

rubber /'rʌbə /

abroad /əbro:d/

above /ə' bʌv/

able /'eɪbl/

final

rub /rʌb/

robe /roub/

rib /rɪb/

cub /kʌb/

Both boys are bright.

/ 'bouə 'boiz ə 'braɪt/

<u>/p/</u>	<u>/b/</u>
pea /pi:/	bee /bi:/
pig /pig/	big /big/
pill /pil/	bill /bil/
push /buʃ/	bush /buʃ/
tap /tap/	tab /tab/
cap /kæp/	cab /kæb/
roup /ru:p/	robe /ru:b/

3- /t/ It is a voiceless alveolar stop.

It is spelt:

t	time /taim/
tt	letter /'letə /
ed	look <u>ed</u> /lukt/

/t/ , like /p/ , is aspirated when it occurs at the beginning of words followed by a stressed vowel . For example .

take - /t^heik/ top /t^hɒp/ town /t^haun/

This aspiration helps to a considerable degree in the distinction between /t/ and /d/

e.g town /t^haun/ down /daun/

too /t^hu:/ do /du:/

When /t/ is followed by an unstressed vowel , aspiration is relatively weak .

e.g. later /'leɪtə / quantity /'kwɒntəti/

When /s/ precedes /t/ in a syllable, there is no aspiration , even when it is followed by a stressed vowel. For example,

stay /stei/ step /step/ start/sta:t/
 /t/ occurs in initial , medial and final positions

<u>initial</u>	<u>medial</u>	<u>final</u>
tea /ti:/	better /'betə /	sit /sit/
tow /tu:/	later /'leitə /	what /wot/
ten /ten/	sitting /'sitiŋ/	want /wont/
tired /'taiəd/	certain /'sə:tn/	looked /lukt/

I met that man last night.

/ai 'met ðat 'man 'la:st 'nait/

4- /d/ It is a voiced alveolar stop.

It is spelt :

d	<u>day</u> /dei/
dd	<u>middle</u> /'midl/

/d/ is never aspirated . It occurs in initial , medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
do /du:/	reading /'ri:diŋ/	head /hed/
dry /drai/	candle /'kændl/	paid /peid/
down /daun/	sadly /'sadli/	add /ad/

We stood by the door and waited .

/wi: 'stʌd baɪ ðə 'do:r ənd 'weɪtɪd/

<u>/t/</u>		<u>/d/</u>	
try	/traɪ/	dry	/drai/
town	/taun/	down	/daun/
torn	/to:n/	dawn	/do:n/
two	/tu: /	do	/du:/
sent	/sent/	send	/send/
eight	/eit/	aid	/eid/

great	/greɪt/	grade	/greɪd/
cart	/kɑ:t/	card	/kɑ:d/

5- /k/ It is a voiceless
velar stop .
It is spelt .

k	<u>k</u> ind	/kaind/
c	<u>c</u> at	/kat/
cc	<u>cc</u> ount	/ə'kaunt/
ch	<u>ch</u> ool	/sku:l/
ck	<u>ck</u>	/sɪk/
q	<u>q</u> ick	/kwɪk/

/k/ is aspirated in initial position in a syllable when followed by a stressed vowel.

This aspiration helps a great deal in the distinction between /k/ and /g/.

e.g. come /k^hʌm/
kill /k^hɪl/
kite /k^haɪt/

when /k/ is followed by an unstressed vowel , it is weakly aspirated .

e.g. liking /'laɪkɪŋ / baker /'beɪkə/

It is not aspirated when it is preceded by /s/ , even if it is followed by a stressed vowel.

e.g. sky /skai/ skill /skɪl/
/k/ occurs in initial , medial and final position.

<u>initial</u>	<u>medial</u>	<u>final</u>
come /kʌm/	school /sku:l/	like /laik/
can /kən/	second /'sekənd/	sick /sɪk/
keep /ki:p/	asked /'a:skt/	black /blæk/

look at the clouds in the sky.

/'lʊk t ðə 'klaʊdz ɪn ðə 'skaɪ/

6- /g/ It is a voiced velar stop .

It is spelt:

g	go	/gou/
gg	bigger	/'bɪgə /

/g/ is never aspirated . It occurs in initial, medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
go /gou/	begin /'bɪɡɪn/	bag /bæg/
game /geɪm/	bigger /'bɪgə/	dog /dɒɡ/
gate /geɪt/	regard /rɪ'ɡɑ:d/	jug /dʒʌɡ/
get /ɡet/	signal /'sɪɡnəl/	big /bɪɡ/

We gave him a glass of water .

/wi: 'geɪv ɪm ə 'ɡlɑ:s əv 'wɔ:tə/

<u>/k/</u>		<u>/g/</u>	
came	/keɪm/	game	/geɪm/
card	/kɑ:d/	guard	/ɡɑ:d/
curl	/kɜ:l/	girl	/ɡɜ:l/
crane	/kreɪn/	grain	/ɡreɪn/
back	/bæk/	bag	/bæg/
dock	/dɒk/	dog	/dɒɡ/
look	/lʊk/	log	/lɒɡ/
rack	/ræk/	rag	/ræg/

EXERCISES

1- complete the following lists with words forming minimal pairs (1) with the words listed .

a- /p/	/b/	b- /t/	/d/
Peak	-----	tei	-----
-----	back	-----	ladder
Pea	-----	writer	-----
-----	bay	-----	done
Port	-----	-----	hard
-----	bride	caught	-----
-----	blaze	hurt	-----
Pull	-----	-----	rude

2- Circle the words in which /p/, /t/ or /k/ is aspirated

car	skin	pen	sky	spray
ten	stem	come	pot	spot

(1) A minimal pair is a pair of words , phrases , sentences , etc. similar in every phonological aspect except one . For example ,

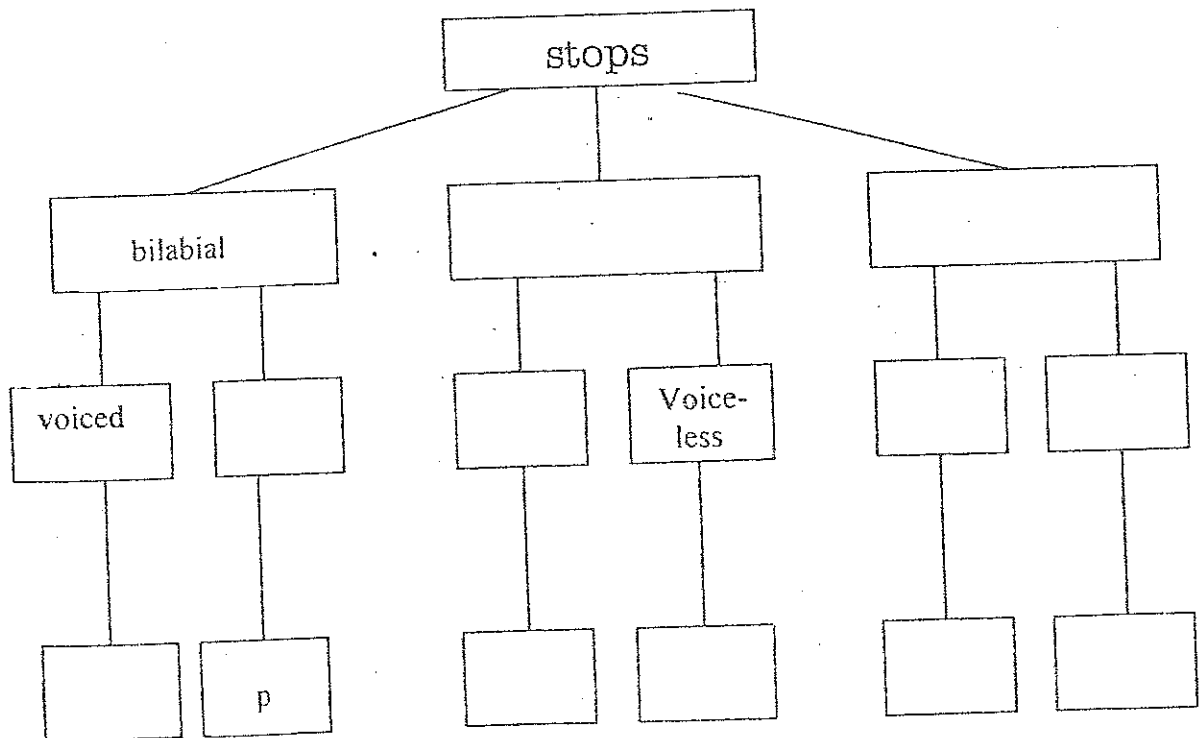
This is a hat .

This is a hut .

3- For each of the following consonants give three words of your own as indicated .

	<u>initial</u>	<u>medial</u>	<u>final</u>
a- /p/	-----	-----	-----
b- /b/	-----	-----	-----
c- /t/	-----	-----	-----
d- /d/	-----	-----	-----
e- /k/	-----	-----	-----
f- /g/	-----	-----	-----

4- Copy the following diagram in your copybook and then fill in the boxes with suitable information derived from the text .



7- /f/ It is a voiceless labio-dental fricative .

It is spelt :

f fat /fat/

ff offe /'of ə/

ph phone /found/

gh laugh /la:f/

/f/ occurs in initial , medial and final position.

initial

medial

final

father /'fa: ðə / elephant /'elifənt/ laugh /la:f/

phone /found/ coughing /'kofɪŋ/ half /half/

first /fə:st/ offer /'ofə / life /laif/

feel /fi:l/ refuse /ri'fju:z/ wife /waif/

The farmer fetched a few flowers .

/ ðə 'fa:mə 'fetʃ tə 'fju: 'flauəz/

8- /v/ It is a voiced labio-dental fricative .

It is spelt :

v very /'veri/

f of /ov/

Notice nephew /'nevju: /

/v/ occurs in initial , medial and final positions .

initial

medial

final

very /'veri/

every /'evri/

live /liv/

voice /vois/

nephew /'nevju:/

five /faiv/

valid /'valid/

ever /'evə /

have /hav/

vibrate /vai'breit/

over /'ouvə /

move /mu:v/

He is a very heavy servant .

/hi: iz ə 'veri 'sə :vənt/

/f/

fast /fa:st/
ferry /'feri/
few /fju:/
safe /seif/
leaf /li:f/
proof /pru:f/

/v/

vast /va:st/
very /'veri/
view /vju:/
save /seiv/
leave /li:v/
prove /pru:v/

9- /θ/ It is voiceless dental fricative.

It is spelt :

th three /θri:/

/θ/ occurs in initial , medial and final position .

initial

think /θɪŋk/
three /θri:/
thin /θɪn/
thank /θaŋk/

medial

method /'meθəd/
author /'o:θə/
lethal /'li:θəl/
lengthy /'leŋθi/

final

breath /breθ/
path /pa:θ/
earth /ə:θ/
fourth /fo:θ/

10- /ð/ It is voiced dental fricative.

It is spelt :

th that /ðat/

/ð/ occurs in initial , medial and final position.

initial

this /ðɪs/
these /ði:z/
the /ði:/
they /ðei/

medial

father /'fa:ðə/
mother /'mʌðə/
either /'aiðə/
gather /'gæðə/

final

with /wið/
soothe /su:ð/
smooth /smu:ð/
breathe /'bri:ð/

11- /s/ It is a voiceless alveolar fricative.

It is spelt :

s	<u>s</u> ee	/si:/
ss	pa <u>s</u> s	/pa:s/
c	<u>c</u> ity	/'siti/
sc	<u>s</u> cience	/'saiəns/
x	bo <u>x</u>	/boks/

/s/ occurs in initial , medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
soon /su:n/	essay /e'sei/	ice /ais/
simple /'simpl/	pencil /'pensl/	mouse /maus/
city /'siti/	nicely /'naisli/	gas /gas/
sign /sain/	passed /pa:st/	place /pleis/

He wants to sing a song .

/hi 'wɒnts tə 'sɪŋ ə 'sɒŋ /

12- /z/ It is voiceless alveolar fricative.

It is spelt :

z	<u>z</u> oo	/zu:/
zz	d <u>iz</u> zy	/'dizi/
s	h <u>is</u>	/hiz/
ss	sc <u>is</u> sors	/'sizəz/
x	ex <u>z</u> act	/ig'zakt/

/z/ occurs in initial , medial and final positionss.

<u>initial</u>	<u>medial</u>	<u>final</u>
zero /'ziərou/	easy /'i:zi/	is /iz/
zoo /zu:/	busy /'bizi/	says /sez/
zinc /zɪŋk/	lazy /'leizi/	deos /dɒz/
zeal /zi:l/	husband /'hʌzbænd/	noise /noiz/

His father is on his way here .

/hiz fa:ðər iz ɒn iz wei 'hiə /

/s/

seal /si:l/
sink /sɪŋk/
sue /su:/
bus /bʌs/
race /reis/
place /pleis/
loose /lu:s/

/z/

zeal /zi:l/
zinc /zɪŋk/
zoo /zu:/
buzz /bʌz/
raiz /reiz/
plays /pleiz/
lose /lu:z/

13- /ʃ/ It is a voiceless palato-alveolar fricative .

It is spelt :

sh		<u>ship</u> /ʃɪp/
ch		<u>machine</u> /mə'ʃi:n/
s	} before <u>u</u>	<u>sugar</u> /'ʃugə/
ss		<u>assure</u> /'ʃʊə/
ti		<u>station</u> /'steɪʃn/
ci		<u>special</u> /'speʃl/
ce		<u>ocean</u> /'ouʃn/

/ʃ/ occurs in initial , medial and final position.

initial

shop /ʃɒp/
sharp /ʃa:p/
sure /ʃʊə/
shine /ʃaɪn/

medial

assure /ə'ʃʊə/
permission /pə'mɪʃn/
bushes /'bʊʃɪz/
mention /'menʃn/

final

push /pʊʃ/
wash /wɒʃ/
finish /'fɪnɪʃ/
fish /fɪʃ/

14- /z/ It is voiced palato- alveolar fricative.

It is spelt :

si		telev <u>is</u> ion
		/ˈtelɪvɪzən/
s	} before <u>u</u>	pleas <u>u</u> re /ˈpleɪzə/
z		seiz <u>u</u> re /ˈsi:zə/

In loan words ending with -ge : rouge /ru:ʒ/ /z/ occurs in initial, medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
-----	treasure /ˈtreɪzə/	garage /ˈgɑ:ʒ/
-----	usual /ˈju:ʒuəl/	barrage /ˈbɑ:ʒ/
-----	decision /diˈsi:ʒən/	rouge /ru:ʒ/
-----	leisure /ˈleɪzə/	beige /beɪʒ/

I find great pleasure in "measure for measure"
 /aɪ ˈfaɪnd ˈɡreɪt ˈpleɪzər ɪn ˈmeɪʒə fə ˈmeɪʒə/

EXERCISES

1- Complete the following lists with words forming minimal pairs with the words listed.

a- <u>/f/</u>	<u>/v/</u>	b- <u>/s/</u>	<u>/z/</u>
-----	veal	race	-----
fan	-----	-----	falls
-----	veil	buses	-----
fine	-----	-----	plays
off	-----	cease	-----
-----	halve	-----	cause
		use (n.)	-----

C- /θ/	/f/	d- /θ/	/s/
thin	-----	thing	-----
-----	fought	-----	sink
three	-----	mouth	-----
-----	first	-----	worse

2- Give three words (where possible) for each of the following sounds as indicated .

	<u>initial</u>	<u>medial</u>	<u>final</u>
a- /θ/	-----	-----	-----
b- /ð/	-----	-----	-----
c- /f/	-----	-----	-----
d- /v/	-----	-----	-----
e- /s/	-----	-----	-----
f- /z/	-----	-----	-----
g- /ʃ/	-----	-----	-----
h- /ʒ/	-----	-----	-----

3- State whether each of the following words has

/θ/ or / ð / .

a- thumb	/ /	f- neither	/ /
b- breathe	/ /	g- both	/ /
c- breath	/ /	h- though	/ /
d- nothing	/ /	I- through	/ /
e- those	/ /	j- brother	/ /

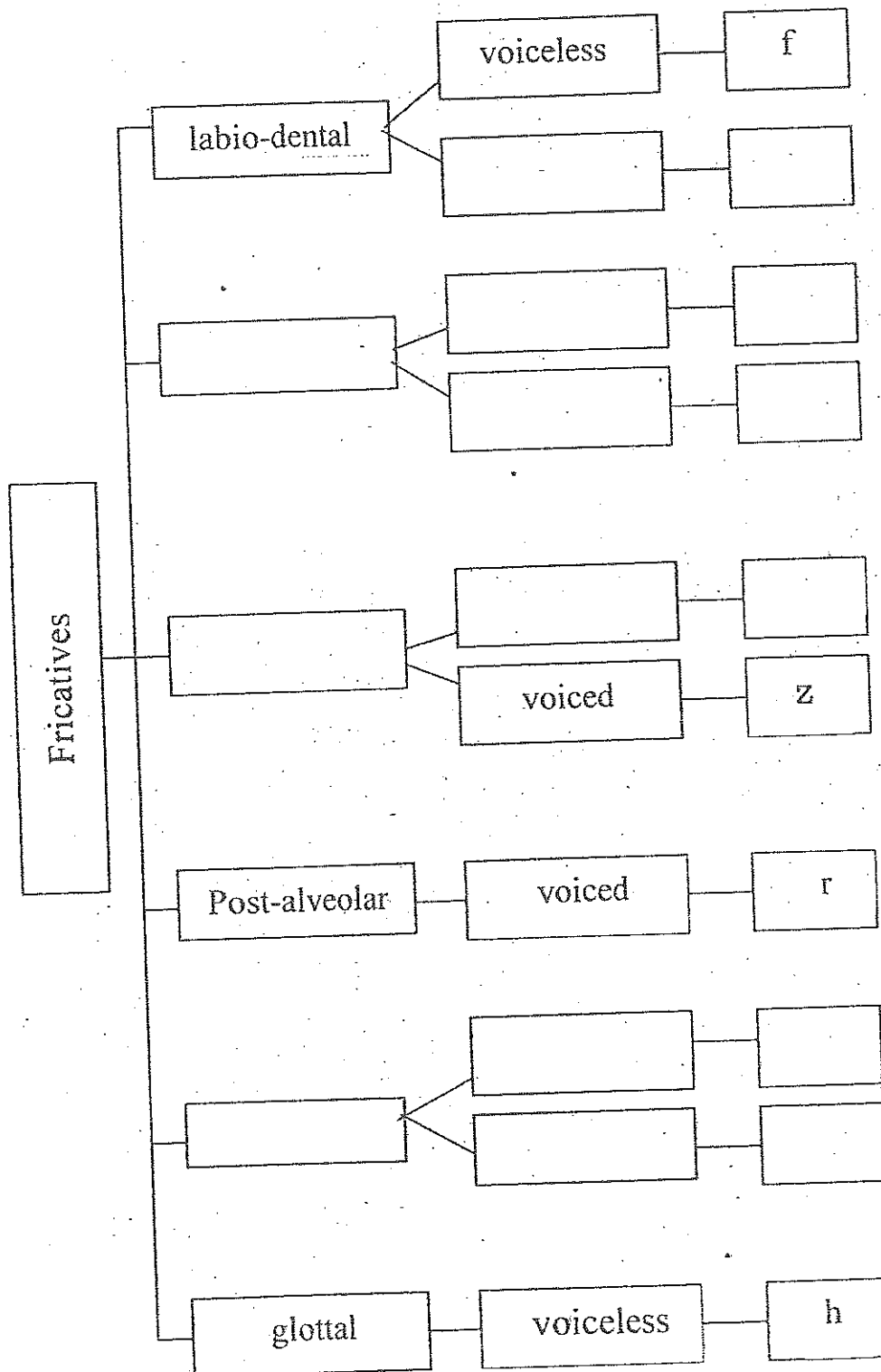
4- State whether each of the following words has /s/ or /z/ .

- | | | | |
|---------------|-----|-------------|-----|
| a- loose | / / | f- increase | / / |
| b- lose | / / | g- rise | / / |
| c- plays | / / | h- present | / / |
| d- gas | / / | I- as | / / |
| e- use (n.) | / / | j- clothes | / / |

5- State whether each of the following words has /ʃ/ or /ʒ/ .

- | | | | |
|-------------|-----|-------------|-----|
| a- usual | / / | f- machine | / / |
| b- ocean | / / | g- pressure | / / |
| c- leisure | / / | h- garage | / / |
| d- position | / / | I- special | / / |
| e- measure | / / | j- pleasure | / / |

6- Copy the following diagram in your copybook and then fill in the boxes with suitable information derived from the text .



15- /tʃ/ It is a voiceless palato – alveolar affricate .

It is spelt :

ch	<u>child</u> / tʃaɪld/
tch	<u>watch</u> / wɒtʃ/
t + ure	<u>picture</u> / 'pɪktʃə/

Notice question / 'kwɛstʃn/

/ tʃ/ occurs in initial , medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
chance / tʃa:ns/	future / 'fju:tʃə/	rich / rɪtʃ/
church / tʃə:t/	lecture / 'lektʃə/	fetch / fetʃ/
cheese / tʃi:z/	mischief / 'mɪstʃɪf/	catch / kætʃ/
child / tʃaɪld/	butcher / 'bʊtʃə/	much / mʌtʃ/

Charles put the watch on the chair .

/ ' tʃa:lz 'put ðə 'wɒtʃ on ðə 'tʃeə /

16- /dʒ/ It is a voiced palato – alveolar affricate .

It is mainly spelt :

j	<u>just</u>	/ dʒʌst/
g	<u>gem</u>	/ dʒem/
dg	<u>bridge</u>	/ brɪdʒ/

Notice: suggest / sə'dʒɛst/
soldier / 'souldʒə /
adjacent / ə'dʒeɪsənt/

/dʒ/ occurs in initial , medial and final positions .

<u>initial</u>	<u>medial</u>	<u>final</u>
jar /dʒa:/	margin /'ma:dʒin/	edge /edʒ/
joke /dʒouk/	fragile/'fradʒail/	large /la:dʒ/
join /dʒoin/	urgent /'ə:dʒent/	judge/dʒʌdʒ/
gem /dʒem/	major/'meidʒə/	change /tʃeindʒ/

The judge stood on the edge of the bridge .
 / ðə 'dʒʌdʒ 'stud on ði 'edʒ əv ðə 'bridʒ/

<u>/tʃ/</u>		<u>/dʒ/</u>	
chin	/tʃin/	gin	/dʒin/
chain	/tʃein/	Jane	/dʒein/
chest	/tʃest/	jest	/dʒest/
choke	/tʃouk/	joke	/dʒouk/
cheer	/tʃiə/	jeer	/dʒiə/
rich	/ritʃ/	ridge	/ridʒ/
H	/eitʃ/	age	/eidʒ/

17- /h/ It is voiceless glottal fricative .
 It is spelt :
 h he /hi:/
 wh who /hu:/'

/h/ occurs in initial and medial position .

<u>initial</u>	<u>medial</u>	<u>final</u>
horse /ho:s/	behind /bi'haind/	-----
high /hai/	perhaps /pə'haps/	-----
whom /hu:m/	ahead /ə'hed/	-----
hot /hot/	boyhood /'boihud/	-----

How many horses had he bought ?
 /'hau 'meni 'ho:siz həd hi 'bo:t/

18- /l/ It is a voiced alveolar lateral .

It is spelt ?

l like /laik/

ll wall /wo:l/

When /l/ occurs before vowels and the semi - vowel /j/ , it is called light /l/ .



Figure (27) : Light / l /

e.g. light /lait/
 glad /glad/
 million /'miljən/
 failure /'feiljə/

Light /l/ occurs only in initial , medial position .

<u>initial</u>	<u>medial</u>	<u>final</u>
leave /li:v/	early /'ə:li/	-----
long /loŋ/	along /ə'loŋ/	-----
listen /'lɪsn/	eleven /ɪ'levn/	-----
laugh /la:f/	colour /'kʌlə /	-----

I like lovely flowers .
/ai 'laɪk 'lʌvli 'flaʊəz/

When /l/ occurs before consonants and at the end of words, it is called dark /l/.

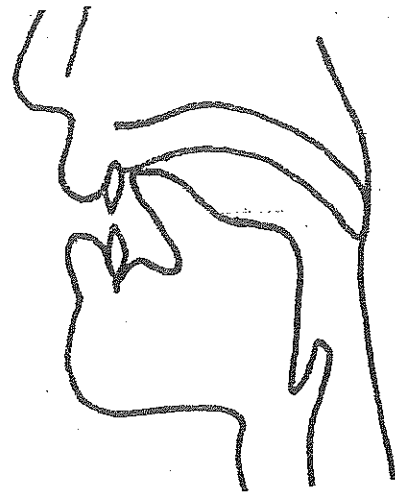


Figure (28) : Dark /l/

e.g. build /bild/
 killed /kild/
 wall /wo:l/
 pull /pul/

Dark /l/ occurs in medial and final position .

initial

medial

almost /'o:lmoust/
 else /els/
 fault /fo:lt/
 old /ould/

final

school /sku:l /
 tell /tel/
 people /pi:pl/
 until /ʌtil/

The ball fell in the well .

/ ðə 'bo:l 'fel in ðə 'wel/

Notice that in connected speech dark /l/ at the end of words becomes light when followed by a vowel sound or the semi- vowel /j/ .

e.g. The bell on the wall is ringing .

/ ðə 'bel on ðə 'wo:l iz 'riŋŋ/

EXERCISES

- 1- Complete the following list with words forming minimal pairs with the words listed .

<u>/ t /</u>	<u>/ dʒ /</u>
-----	jeep
riches	-----
choke	-----
-----	jest
chain	-----

- 2- Circle the words that have the sound /h/ .

oh	phone	behind	hour	while
who	ahead	with	ah	eight

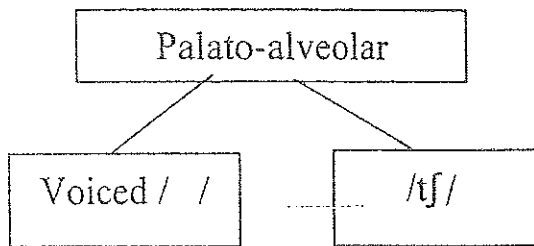
- 3- Circle the words that have light /l/ and underline those that have dark /l/ .

feel	feeling	wall	almost
like	million	build	told
building	while	willing	self

- 4- Give three examples where possible in the positions indicated for each of the following sounds .

	<u>initial</u>	<u>medial</u>	<u>final</u>
a- / tʃ /	-----	-----	-----
b- / dʒ /	-----	-----	-----
c- / h /	-----	-----	-----
d-light /l/	-----	-----	-----
e-dark /l/	-----	-----	-----

5- Fill in the boxes with suitable information .



19- /m/ It is a voiced bilabial nasal .

It is spelt :

m man /man/

mm summer /'sʌmə/

/m/ occurs in initial , medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
mine /main/	among / ə'mʌŋ/	game /geim/
me /mi:/	hammer /'hʌmə/	lamb /lam/
mother /'mʌðə/	simple /'sɪpl/	seem /si:m/
move /mu:v/	camel /'kʌmə/	him /him/

Tell me the time when I must come back .

/'tel mi ðə 'taɪm 'wen aɪ məst 'kʌm 'bʌk/

20 - /n/ It is a voiced alveolar nasal .

It is spelt :

n nine /nain/

nn manner /'manə/

/n/ occurs in initial, medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
know /nou/	many /'mani/	sign /sain/
night /nait/	annoy / ə'noi/	gone /gon/
near /niə/	dinner /'dinə/	learn /lɜ:n/
name /neɪm/	snow /snou/	down /daun/

He can't go to town on Monday .

/hi 'ka:nt 'gou tə 'taun on 'mʌndi/

21- /ŋ/ It is a voiced velar nasal .

It is spelt:

	ng	<u>si</u> ng	/siŋ/
Notice :	dring	/driŋk/	
	uncle	/'ʌŋkl/	
	anger	/'ʌŋgə/	

/ŋ/ occurs in medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
-----	singer /'siŋə/	among/ ə'mʌŋ/
-----	angry /'ʌŋɡri/	long /lɒŋ/
-----	monkey /'mʌŋki/	tongue /tʌŋ/
-----	language /'lʌŋɡwɪd/	wrong /rɒŋ/
-----	English /'iŋɡlɪʃ/	bring /brɪŋ/

The singer is singing an English song .

/ðə 'siŋər iz 'siŋɪŋ ən 'iŋɡli 'sɒŋ /

<u>/n/</u>	<u>/ŋ/</u>
sin /sin/	sing /siŋ/
ran /ran/	rang /raŋ/
tons /tʌnz/	tongues /tʌŋz/
sinner /'siŋə/	singer /'siŋə/
sun /sʌn/	sung /sʌŋ/

22- /r/ It is a voiced post – alveolar fricative .

It is spelt :

r	<u>re</u> ad	/ri:d/
rr	<u>ar</u> rive	/ə'raɪv/

/r/ occurs before vowels in British English .

So it does not occur in word final position.

<u>initial</u>	<u>medial</u>	<u>final</u>
red /red/	carry /'kari/	-----
write /rait/	very /'veri/	-----
road /roud/	mirror /'mirə/	-----
wrong /roŋ/	brother /'brʌðə /	-----

The grass is green .

/ ðə 'gra:s iz 'gri:n/

Notice that r is connected speech /r/ is pronounced when it is immediately followed by a vowel sound .

e.g. The teacher asked for another answer.

/ ðə 'ti:tʃər 'a:skt fər ə'nʌðər 'a:nsə /

Notice also that /r/ is pronounced as one tap trill in words like very /'veri/ ,i.e.,the tip of the tongue strikes the alveolar ridge only once .

23- /j/ It is a voiced palatal semi-vowel .

It is usually spelt :

y yes /jes/

Notice the following :

new /nju: /	suit /sju:t/
ewe /ju:/	failure /'feiljə/
million /'miljən/	cure /kjʊə/
queue /kju: /	pure /pjʊə/

/j/ occurs only before vowels . So it does not occur in word -final position .

<u>initial</u>	<u>medial</u>	<u>final</u>
yet /jet/	beyond /bi'jɒnd/	-----
young /jʌŋ/	pure /pjʊə/	-----
your /jo: /	few /fju: /	-----
year /jiə/	duty /'dju:ti/	-----

Can you stand on your head ?

/kən ju: 'stand on juə 'hed/

24- /w/ It is a voiced bilabial semi-vowel.

It is spelt:

w wet /wet/

u after q quick /kwik/

u after g languages /'la ŋgwidʒ/

Notice : one /wʌn/

 once /wʌns/

 which /witʃ/

/w/ is always followed by a vowel sound, so it does not occur in word-final position.

<u>initial</u>	<u>medial</u>	<u>final</u>
we /wi:/	between /bi'twi:n/	-----
wood /wud/	quite /kwait/	-----
once /wʌns/	square /skweə/	-----
word /wə:d/	swim /swim/	-----
why /wai/	sway /ə'wei/	-----

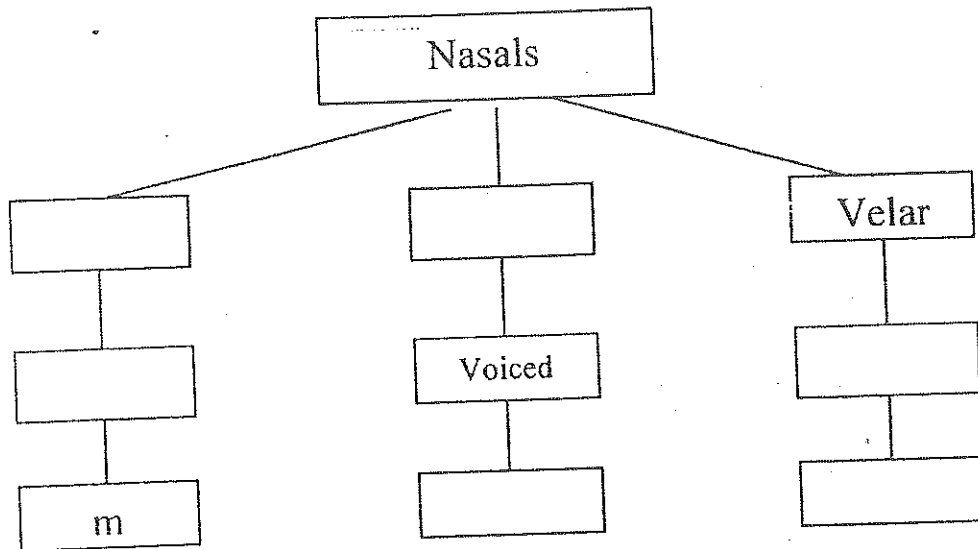
Which way will the water go ?

/'witʃ 'wei wil ðə 'wo:tə 'gou/

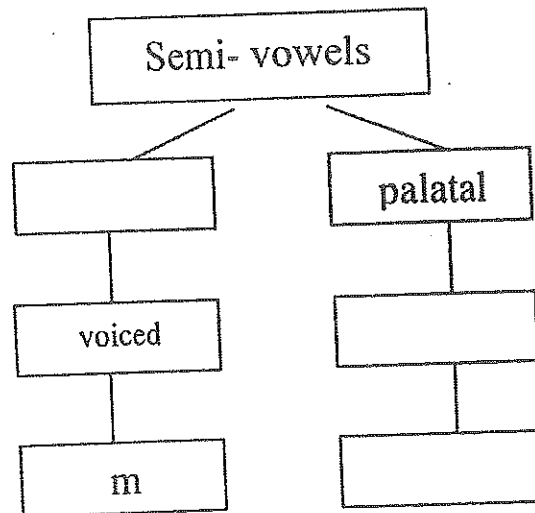
<u>/w/</u>	<u>/j/</u>
war /wo:/	your /jo:/
wet /wet/	yet /jet/
we're /wiə/	year /jiə/

EXERCISES

1-Copy the following diagram in your copybook and then fill in the boxes with the suitable information derived from the text .



2-Copy the following diagram in your copybook and then fill in the boxes with suitable information taken from the text.



3-Give three example for each of the following sounds where possible .

	<u>initial</u>	<u>medial</u>	<u>final</u>
a- /m/	-----	-----	-----
b- /n/	-----	-----	-----
c- /ŋ/	-----	-----	-----
d- /r/	-----	-----	-----
e- /w/	-----	-----	-----
f- /j/	-----	-----	-----

4- Circle the words that have the sound / ŋ / .

ink	inn	sun	sing	English
tongue	dinner	long	many	sign

5-Circle the words that have /r/ .

write	arrive	answer	prose	father
brother	mirror	iron	care	more

6- Circle the words that have /w/ .

write	one	when	whom	wrong
quick	queue	know	sword	word

7- Circle the words that have /j/ .

you	what	lady	cure	pleasure
duty	failure	shyly	new	beyond

8- Name the underlined consonant sounds in each of the following words as indicated in the example .

<u>Word</u>	<u>Sound symbol</u>	voiced or <u>voiceless</u>	place of articulation	manner of articulation
1- f <u>ath</u> er	/ð /	Voiced	dental	Fricative
2- w <u>ill</u> ing	/ /	-----	-----	-----
3- b <u>eg</u> in	/ /	-----	-----	-----
4- l <u>ett</u> er	/ /	-----	-----	-----
5- p <u>ass</u> ed	/ /	-----	-----	-----
6- b <u>re</u> ad	/ /	-----	-----	-----
7- e <u>ver</u> y	/ /	-----	-----	-----
8- s <u>umm</u> er	/ /	-----	-----	-----
9- b <u>ey</u> ond	/ /	-----	-----	-----
10- n <u>oth</u> ing	/ /	-----	-----	-----
11- a <u>he</u> ad	/ /	-----	-----	-----
12- u <u>pp</u> er	/ /	-----	-----	-----
13- b <u>us</u> y	/ /	-----	-----	-----
14- b <u>ush</u> es	/ /	-----	-----	-----
15- w <u>atch</u> es	/ /	-----	-----	-----
16- l <u>in</u> es	/ /	-----	-----	-----
17- m <u>idd</u> le	/ /	-----	-----	-----
18- t <u>ele</u> phone	/ /	-----	-----	-----
19- l <u>ik</u> ing	/ /	-----	-----	-----
20- s <u>ing</u> ing	/ /	-----	-----	-----
21- b <u>etw</u> een	/ /	-----	-----	-----
22- p <u>leas</u> ure	/ /	-----	-----	-----
23- e <u>dg</u> es	/ /	-----	-----	-----
24- b <u>ab</u> y	/ /	-----	-----	-----

CHAPTER FOUR

Description of English Vowels

English vowels can be divided into two groups : long and short . Long vowels are marked by two dots (:) , and they are longer than short vowels when they occur in similar contexts. That is no matter whether they are stressed or unstressed , followed by voiceless or voiced consonants.

Short Vowels: /i/ ,/e/ ,/a/ ,/o/ ,/u/ ,/ ʌ / , and / ə /

Long Vowels: /i:/ ,/a:/ ,/o:/ ,/u:/ , and / ə:/

These vowels are also described as pure vowels because in their production they remain constant and do not glide to other vowels.

The following diagram shows the placement of the English vowel sounds on the vowel chart.

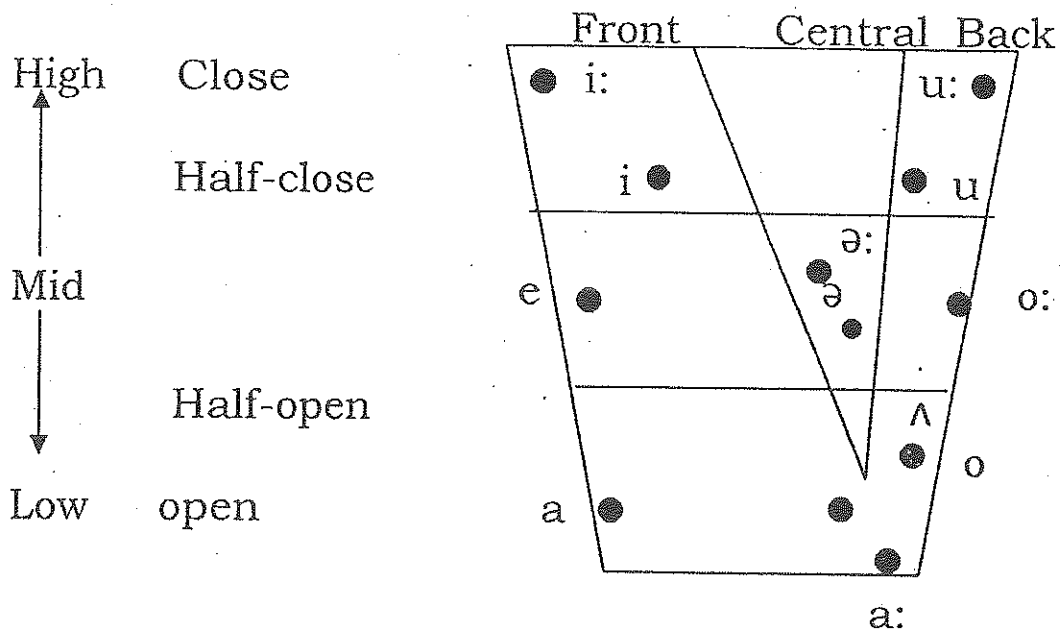


Figure (29) The English Pure Vowels

By referring to the diagram of the English pure vowels, the vowel sound /i:/ as in see /si:/ can be described as long ,close, front , unrounded vowel. /u:/ as in moon /mu:n/ is long , close , back, rounded vowel , and so on.

In this chapter we shall deal with the pure vowels and the letters that represent them in ordinary spelling . We shall also present drills that compare the vowel sounds with one another . The best way to learn these vowel sounds is through listening and imitating them said by a well-trained teacher or a native speaker .

The English Pure Vowel Sounds

1- /i:/ It is long, close , front, unrounded vowel sound.

It is mainly spelt :

ee	<u>meet</u>	/mi:t/
e	<u>me</u>	/mi:/
ea	<u>eat</u>	/i:t/
ie	<u>field</u>	/fi:ld/
ei	<u>receive</u>	/ri'si:v/
ey	<u>key</u>	/ki:/
i	<u>machine</u>	/mə'ʃi:n/

/i:/ occurs at the beginning ,in the middle and at the end of words .

<u>initial</u>	<u>medial</u>	<u>final</u>
eat /i:t/	meat /mi:t/	see /si:/
ease /i:z/	thief /θi:f/	me /mi:/
even /'i:vn/	green /gri:n/	tea /ti:/
east /i:st/	keys /ki:z/	she /ʃi:/

a- We dream to eat cream in the feast.
/wi: 'dri:m tu 'i:t 'kri:m in ðə 'fi:st/

b- These are green leaves .

/ ði:z ə 'gri:n 'li:vz /

2- /i/ It is a short , just above the half – close
position , front , unrounded vowel.

It is usually spelt :

i	hit	/hit/
y	city	/'siti/
e	pretty	/'priti/
ie	babies	/'beibiz/
a	orange	/'orindʒ/

/i/ occurs in initial, medial, and final positions.

<u>Initial</u>		<u>medial</u>		<u>final</u>	
in	/in/	hit	/hit/	busy	/'bizi/
ink	/iŋk/	drink	/driŋk/	happy	/'hapi/
ill	/il/	thick	/θik/	dirty	/'dæ:ti/
if	/if/	rich	/ritʃ/	copy	/'kopi/

a- Give Jim a shilling for this big fish .

/'giv 'dʒim ə 'ʃiliŋ fə ðis 'big 'fiʃ/

b- I think it is an inch long

/aɪ 'θiŋk it iz ən 'intʃ lɒŋ/

/i:/

he's /hi:z/

leave /li:v/

ease /i:z/

read /ri:d/

deed /di:d/

beat /bi:t/

/i/

his /hiz/

live /liv/

is /iz/

rid /rid/

did /did/

bit /bit/

seat /si:t/	sit /sit/
reach /ri:tʃ/	rich /ritʃ/
sleep /sli:p/	slip /slip/
peak /pi:k/	pick /pik/

3- /e/ It is a short, between half-close and half - open positions, front and unrounded vowel.

It is usually spelt:

e	<u>set</u>	/set/
ea	<u>head</u>	/hed/
a	<u>any</u>	/'eni/
Notice :	<u>friend</u>	/frend/
	<u>said</u>	/sed/
	<u>says</u>	/sez/

/e/ occurs only in initial and medial positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
end/end/	met /met/	-----
ate/et/	bread/bred/	-----
any/'eni/	says /sez/	-----
engine /'endʒin/	said/sed/	-----
edge/edʒ/	when /wen/	-----
a-sell her the red dress .		
/'sel ə ðə 'red 'dres /		

<u>/ i: /</u>	<u>/ i /</u>	<u>/ e /</u>
read /ri:d/	rid /rid/	red /red/
seat /si:t/	sit /sit/	set /set/
eat /i:t/	it /it/	ate /et/
heal /hi:l/	hill /hil/	hell /hel/
feel /fi:l/	fill /fil/	fell /fel/

wheel /wi:l/	will /wil/	well /wel/
neat /ni:t/	knit /nit/	net /net/
reach /ri:tʃ/	rich /ritʃ/	wretch /retʃ/

4- /a/ It is a short, a little above the open position, front and unrounded vowel.

It is usually spelt :

a hat /hat/

Notice : plait /plat/

plaid /plad/

/a/ occurs only initially and medially .

<u>initial</u>	<u>medial</u>	<u>final</u>
and /and/	hand /hand/	-----
act /akt/	drank /draŋk/	-----
apple /'apl/	catch /katʃ/	-----
ant /ant/	fact /fakt/	-----
action /'ækʃn/	sad /sad/	-----

a- That fat man has taken my black jacket.

/ ðat 'fat 'man həz 'teɪkn maɪ 'blæk 'dʒækɪt/

b- Jack thanked the man .

/'dʒæk 'θaŋkt ðə 'man/

<u>/i:/</u>		<u>/a/</u>
beat	/bi:t/	bat /bat/
seat	/si:t/	sat /sat/
feet	/fi:t/	fat /fat/
heat	/hi:t/	hat /hat/
bead	/bi:d/	bad /bad/
lead	/li:d/	lad /lad/
heed	/hi:d/	had /had/
he's	/hi:z/	has /haz/

/ i /
hit /hit/

think /θɪŋk/

pit /pit/

sit /sit/

bid /bid/

big /big/

lid /lid/

tin /tin/

/ e /

ten /ten/

bet /bet/

peck /pek/

said /sed/

merry /'meri/

lend /lend/

/ i: /

beat /bi:t/

seat /si:t/

eat /i:t/

heed /hi:d/

bead /bi:d/

/ a /
hat /hat/

thank /θaŋk/

pat /pat/

sat /sat/

bad /bad/

bag /bag/

lad /lad/

tan /tan/

/ a /

tan /tan/

bat /bat/

pack /pak/

sad /sad/

marry /'mari/

land /land/

/ i: /

beat /bi:t/

seat /si:t/

eat /i:t/

heed /hi:d/

bead /bi:d/

/ i /

bit /bit/

sit /sit/

it /it/

hid /hid/

bid /bid/

/ e /

bet /bet/

set /set/

ate /et/

head /hed/

bed /bed/

EXERCISES

1- Circle the words that have /i:/ .

bread least been heard reach
eight believe machine people pencil

2- Circle the words that have /i/.

pretty ladies hide mine orange
busy it city live rich

3- Circle the words that have /e/ .

head heard ate friend says
eight guess said reach bird

4- Circle the words that have /a/ .

aunt ant hand hard lend
catch main cup cap merry

5- Transcribe the following words phonemically .

a- please b- acted c- business
d- gas e- eager f- ceiling
g- women h- says i- engine
j- practice k- language l- leisure
m- wheel n- many o- receipt.
p- build

6- Re-write the following sentence in ordinary spelling .

a- /ʃi: 'i:ts 'tʃi:z/

b- /'dʒak 'fi:lz 'aŋgri/

c- /in ði 'i:vniŋ wi 'had 'ti: on ðə 'bi:tʃ/

d- /'ðat 'hæt iz 'big /

e- /hi: iz 'i:tiŋ hiz 'brekfəst/

f- /'smiθ iz 'getiŋ 'mærid nekst 'wi:k/

g- /'ðat 'fæt 'mæn 'left hiz 'dʒakitɪn ðə 'træm/

h- /'meni 'pi:pl hu: 'liv in 'big 'sitiz 'kʌm
frəm 'vɪlɪdʒɪz/

7- Transcribe the following sentences phonemically.

a- That clever man is a teacher .

b- The police are ready to help .

c- He swims well .

d- The cat drank the milk .

5- /a:/ It is long ,open ,back, unrounded vowel sound

It is usually spelt:

a	<u>a</u> sk	/a:sk/
ar	pa <u>r</u> t	/pa:t/
ear	hea <u>r</u> t	/ha:t/
er	cl <u>e</u> r <u>k</u>	/kla:k/
al	ha <u>l</u> f	/ha:f/
au	au <u>n</u> t	/a:nt/

/a:/ occurs in initial , medial and final positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
art /a:t/	father /'fa:ðə/	car /ka:/
arm /a:m/	cart /ka:t/	guitar /gi'ta:/
afte /'a:ftə/	heart /ha:t/	star /sta:/
aren't /a:nt/	laugh /la:f /	far /fa:/
answer /'a:nsə /	last /la:st/	bar /ba:/

a- My father started laughing as the car .

/maɪ 'fa:ðə 'sta:tɪd 'la:fɪŋ əz ðə 'fa: /
darted past

/'da:tɪd 'pɑ:st/

b- Half the class laughed .

/'hɑ:f ðə 'kla:s 'la:ft/

<u>/i:/</u>	<u>/i/</u>	<u>/a:/</u>
least /li:st/	list /list/	last /la:st/
heed /hi:d/	hid /hid/	hard /ha:d/
heat /hi:t/	hit /hit/	heart /ha:t/
feast /fi:st/	fist /fist/	fast /fa:st/
peak /pi:k/	pick /pɪk/	park /pa:k/

/e/
 head /hed/
 lest /lest/
 ate /et/
 pet /pet/
 pest /pest/

/a:/
 hard /ha:d/
 last /la:st/
 art /a:t/
 part /pa:t/
 past /pa:st/

a
 hat /hat/
 pat /pat/
 lack /lak/
 match /matʃ/
 cat /kat/

/a:/
 heart /ha:t/
 part /pa:t/
 lark /la:k/
 march /ma:tʃ/
 cart /ka:t/

6-/o/ It is a short ,open ,back, rounded vowel.

It is usually spelt:

o	hot	/hot/
a	want	/wɒnt/
ou	cough	/kɒf/
ow	knowledge	/'nɒlɪdʒ/
au	because	/'bi:kɒz/

/o/ occurs only in initial and medial positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
on /ɒn/	dog /dɒg/	-----
office /'ɒfɪs/	hot /hɒt/	-----
offer /'ɒfə/	wrong /rɒŋ /	-----
olive /'ɒlɪv/	lock /lɒk/	-----
orange /'ɒrɪndʒ/	long /lɒŋ /	-----

a-He stopped at the shop .

/hi 'stɒpt ət ðə 'ʃɒp/

b-The pot is not hot .

/ðə 'pɒt ɪz 'nɒt 'hɒt/

/i:/

/o/

heat /hi:t/

hot /hɒt/

wheat /wi:t/

what /wɒt/

steep /sti:p/

stop /stɒp/

sheep /ʃi:p/

shop /ʃɒp/

seek /si:k/

sock /sɒk/

/a:/

/o/

heart /ha:t/

hot /hɒt/

part /pa:t/

pot /pɒt/

clerk /kla:k/

clock /klok/

last /la:st/

lost /lɒst/

large /la:dʒ / lodge /lɒdʒ /

7- /o:/ It is along, between half -open and half close positions , back , rounded vowel .

It is spelt :

or

horse

/hɔ:s/

aw

saw

/sɔ:/

ou

bought

/bɔ:t/

au

daughter

/'dɔ:tə /

a

wall

/wɔ:l/

ore

more

/mɔ:/

oor

door

/dɔ:/

oar

board

/bɔ:d/

our

four

/fɔ:/

/o:/ occurs in initial , medial , and final positions .

initial

all /o:l/

order /'o:də /

author /'o:θə/

author /'o:təm/ brought /bro:t/

always /'o:lweiz/ drawn /dro:n/

medial

tall /to:l/

north /no:θ/

small /smo:l/

final

law /lo:/

store /sto:/

door /do:/

draw /dro:/

nor /no:/

a- The tall man caught the ball .

/ðə 'to:l 'man 'kɔ:t ðə 'bo:l/

b- They thought he ought to be caught.

/ðeiə θo:t hi 'o:t tə bi 'kɔ:t/

/i:/

me /mi:/

tea /ti:/

weak /wi:k/

beat /bi:t/

sheet /ʃi:t/

feel /fi:l/

wheel /wi:l/

seed /si:d/

/o:/

more /mo:/

tore /to:/

walk /wo:k/

bought /bo:t/

short /ʃo:t/

fall /fo:l/

wall /wo:l/

sword /so:d/

/a:/

art /a:t/

farm /fa:m/

part /pa:t/

cart /ka:t/

far /fa:/

/o:/

ought /o:t/

form /fo:m/

port /po:t/

court /ko:t/

four /fo:/

/o/
 cot /kot/
 spot /spot/
 shot /ʃot/
 pot /pot/

/o:/
 court /ko:t/
 sport /spo:t/
 short /ʃo:t/
 port /po:t/

8-/u/ It is a short, just , above the half-close position, back, rounded vowel .

It is spelt :

u	put	/put/
o	Woman	/'wumən/
oo	good	/gud/
ou	would	/wud/

/u/ occurs only in medial positions .

<u>initial</u>		<u>medial</u>		<u>final</u>
-----		push	/puʃ/	-----
-----		full	/ful/	-----
-----		foot	/fut/	-----
-----		wool	/wul/	-----
-----		look	/lʊk/	-----
-----		should	/ʃud/	-----
-----		could	/kud/	-----

a- The good woodman saved Hood from a wolf .

/ ðə 'gud 'wudmən 'seɪvd 'hud frəm ə 'wʊlf/

c- Where can I look for a good book ?

/'weəkən aɪ 'lʊk fəre 'gud 'bʊk/

/i:/
feet /fi:t/
wheel/wi:l/
peel /pi:l/
leak /li:k/
weed /wi:d/

/u/
foot /fut/
wool /wul/
pull /pul/
look /luk/
wood /wud/

/i/
pit /pit/
fill /fil/
tick /tik/
lick /lik/
will /wil/

/u/
put /put/
full /ful/
took /tuk/
look /luk/
wool /wul/

/e/
fell /fel/
bell /bel/
well /wel/
wed /wed/
pet /pet/

/u/
full /ful/
bull /bul/
wool /wul/
wood /wud/
put /put/

/a/
fat /fat/
pat /pat/
had /had/
back /bak/
lack /lak/

/u/
foot /fut/
put /put/
hood /hud/
book /buk/
look /luk/

<u>/a:/</u>	
card	/ka:d/
hard	/ha:d/
part	/pa:t/
lark	/la:k/

<u>/u/</u>	
could	/kud/
hood	/hud/
put	/put/
look	/luk/

<u>/o/</u>	
cod	/kod/
god	/god/
pot	/pot/
lock	/lok/
cock	/kok/

<u>/u/</u>	
could	/kud/
good	/gud/
put	/put/
look	/luk/
cook	/kuk/

<u>/o:/</u>	
fall	/fo:l/
wall	/wo:l/
talk	/to:k/
port	/po:t/

<u>/u/</u>	
full	/ful/
wool	/wul/
took	/tuk/
put	/put/

9- /u:/ It is a long ,close ,back, rounded vowel .

It is spelt:

o	<u>move</u>	/mu:v/
oo	<u>soon</u>	/su:n/
ou	<u>group</u>	/gru:p/
u	<u>june</u>	/dʒu:n/

Notice the following :

ew	<u>chew</u>	/ʃu:/
ue	<u>blue</u>	/blu:/
ui	<u>suit</u>	/su:t/ , /sju:t/
oe	<u>shoes</u>	/ʃu:z/

/u:/ occurs initially (only in ooze /u:z/, medially and finally).

<u>initial</u>	<u>medial</u>	<u>final</u>	
ooze /u:z/	spoon /spu:n/	two	/tu:/
-----	prove /pru:v/	true	/tru:/
-----	tooth /tu:θ/	through	/θru:/
-----	juice /dʒu:s/	blue	/blu:/
-----	whose /hu:z/	who	/hu:/

a- The blue shoes are new.

/ ðə 'blu:ʃ 'u:zə 'nju: /

b- you can use only a few rulers.

/ju kən ʃu:z 'ounli ə 'fju: 'ru:ləz/

<u>/i:/</u>		<u>/u:/</u>	
ease	/i:z/	ooze	/u:z/
seat	/si:t/	suit	/su:t/
tea	/ti:/	two	/tu:/
beat	/bi:t/	boot	/bu:t/
feed	/fi:d/	food	/fu:d/
mean	/mi:n/	moon	/mu:n/
tree	/tri:/	true	/tru:/
three	/θri:/	through	/θru:/
<u>/i /</u>		<u>/u:/</u>	

fill	/fil/	fool	/fu:l/
pill	/pil/	pool	/pu:l/
kill	/kil/	cool	/ku:l/
sit	/sit/	suit	/su:t/
bit	/bit/	boot	/bu:t/

/a/
man /man/
sat /sat/
bat /bat/
as /az/

/u:/
moon /mu:n/
suit /su:t/
boot /bu:t/
ooze /u:z/

/o:/
door /do:/
call /ko:l/
fall /fo:l/
short /ʃo:t/
bought /bo:t/

/u:/
do /du:/
cool /ku:l/
fool /fu:l/
shoot /ʃu:t/
boot /bu:t/

EXERCISES

1- Circle the words that have /a:/.

am arm hurt heart aunt
ask act clerk glass sharp

2- Circle the words that have /o/.

all hot what caught cough
wash wrong court want clock

3- Circle the words that have /o:/.

pot port bought boat all
caught door doer ought through

- 4- Transcribe the following words phonemically .
- | | | |
|-----------|----------|-----------------|
| a- pocket | b- song | c- can't |
| d- four | e- chalk | f- hard-hearted |
| g- watch | h- party | i- thought |
| j- wash | k- match | l- march |

- 5- Circle the words that have /u/ .
- | | | | | |
|------|------|------|-------|-------|
| put | but | took | could | blood |
| wool | soon | food | cot | foot |

- 6- Circle the words that have /u:/ .
- | | | | | |
|------|-------|------|-------|------|
| blue | know | move | love | wool |
| new | juice | food | music | more |

- 7- Transcribe the following words phonemically.
- | | | |
|-----------|----------|-----------|
| a- push | b- suit | c- should |
| d- tooth | e- foot | f- part |
| g- port | h- group | i- sugar |
| j- School | | |

- 8- Re-write the following sentences in ordinary spelling .

a- /fi: iz 'wɒtʃɪŋ 'ti: 'vi:/

b- /' ði:z 'fʊ:z ə 'nju: /

c- /its 'hɑ:f pɑ:st θri: in ði 'I:vniŋ/

d- /ai 'drʌŋk ə 'glɑ:s əv 'ɔrɪndʒ dʒu:s/

e- /'wɒt dɪd hi 'wɒnt/

f- / hi 'bɔ:t 'fɔ: 'bɔ:lz/

g- /fl: 'sɑŋ 'tu: 'sɒnz/

- 9- Transcribe the following sentences phonemically.

a- Jones dropped the books.

b- He lives in Iraq. He's Iraqi.

c- He bought a lot of clocks and watches .

d- Where can I look for a good book?

e- Listen to this music .

10- / ʌ / It is a short , a little below the half-open positions , central, unrounded vowel.

It is spelt :

u	cut	/kʌt/
o	son	/sʌn/
ou	young	/jʌŋ/
oo	blood	/blʌd/
oe	does	/dʌz/

/ʌ / occurs only in initial and medial positions .

<u>initial</u>		<u>medial</u>		<u>final</u>
up	/ʌp/	bus	/bʌs/	-----
under	/'ʌndə/	touch	/tʌtʃ/	-----
uncle	/'ʌŋkl/	some	/sʌm/	-----
ugly	/'ʌgli/	much	/mʌtʃ/	-----
utter	/'ʌtə/	month	/mʌne /	-----

a- She sends her son a sum of money .

/ʃi 'sendz hə 'sʌn ə 'sʌm əv 'mʌni/

b- He must be a young judge .

/hi 'mʌst bi ə jʌŋ 'dʒʌdʒ /

<u>/i:/</u>		<u>/ʌ /</u>	
beat	/bi:t/	but	/bʌ t/
heat	/hi:t/	hut	/hʌt/
neat	/ni:t/	nut	/nʌt/
bead	/bi:d/	bud	/bʌd/
seem	/si:m/	some	/sʌm/
seen	/si:n/	son	/sʌn/

<u>/e/</u>	
bed	/bed/
bet	/bet/
pen	/pen/
ten	/ten/
when	/wen/

<u>/a/</u>	
lack	/lak/
cat	/kat/
hat	/hat/
mad	/mad/
drag	/drag/

<u>/a:/</u>	
heart	/ha:t/
cart	/ka:t/
march	/ma:tʃ/
barn	/ba:n/
barred	/ba:d/

<u>/o/</u>	
hot	/hot/
cot	/kot/
dog	/dog/
not	/not/
bose	/bos
lock	/lok/

<u>/ʌ/</u>	
bud	/bʌd/
but	/bʌt/
pun	/pʌn/
ton	/tʌn/
one	/wʌn/

<u>/ʌ/</u>	
luck	/lʌk/
cut	/kʌt/
hut	/hʌt/
mud	/mʌd/
drug	/drʌg/

<u>/ʌ/</u>	
hut	/hʌt/
cut	/kʌt/
much	/mʌtʃ/
bun	/bʌn/
bud	/bʌd/

<u>/ʌ/</u>	
hut	/hʌt/
cut	/kʌt/
dug	/dʌg/
nut	/nʌt/
bus	/bʌs/
luck	/lʌk/

/o:/

/ʌ/

<u>bought</u>	/bo:t/	but	/bʌt/
board	/bo:d/	bud	/bʌd/
torn	/to:n/	ton	/tʌn/
doors	/do:z/	does	/dʌz/
court	/co:t/	cut	/cʌt/

11- / ə :/ It is a long , between half-close and half - open positions , central, unrounded vowel .

It is spelt :

ir	<u>bird</u>	/bə:d/
er	<u>serve</u>	/sə:v/
err	<u>err</u>	/ə:/
ear	<u>heard</u>	/hə:d/
urr	<u>purr</u>	/pə:/
or	<u>word</u>	/wə:d/
our	<u>journey</u>	/'dʒə:ni/

Notice : clonel /'k:nl/

/ə:/ occurs in initial, medial and final positions.

initial

medial

final

earn / ə:n/	turn /tə:n/	were /wə: /
earth / ə :θ/	first /fə:st/	fur /fə:/
early /'ə:li/	work /wə:k/	sir /sə:/
urge /ə:d/	hurt /hə:t/	her /hə:/
urban /'ə:bən/	girl /gə:l/	stir /stə:/

a- The early bird catches the worn .

/ði 'ə:li 'bə:d 'kʌtʃɪz ðə 'wə:n /

b- I heard her words .

/ ai 'hə:d hə 'wə:dz/

<u>/i:/</u>		<u>/ə:/</u>	
beat	/bi:t/	burt	/bə:t/
heed	/hi:d/	heard	/hə:d/
feast	/fi:st/	first	/fə:st/
weed	/wi:d/	word	/wə:d/
bead	/bi:d/	bird	/bə:d/
<u>/e/</u>		<u>/ə:/</u>	
head	/hed/	heard	/hə:d/
bec	/bed/	bird	/bə:d/
best	/best/	burst	/bə:st/
edge	/edʒ/	urge	/ə:dʒ/
ten	/ten/	turn	/tə:n/
<u>/a/</u>		<u>/ə:/</u>	
bad	/bad/	bird	/bə:d/
hat	/hat/	hurt	/hə:t/
has	/haz/	hers	/hə:z/
had	/had/	heard	/hə:d/
Ann	/an/	earn	/ə:n/
<u>/a:/</u>		<u>/ə:/</u>	
farm	/fa:m/	firm	/fə:m/
hard	/ha:d/	heard	/hə:d/
barn	/ba:n/	burn	/bə:n/
heart	/ha:t/	hurt	/hə:t/
star	/sta:r/	stir	/stə:/
far	/fa:r/	fur	/fə:/

<u>/ɔ:/</u>		<u>/ə:/</u>	
short	/ʃɔ:t/	shirt	/ʃə:t/
walk	/wɔ:k/	work	/wə:k/
warm	/wɔ:m/	worm	/w ə:m/
torn	/tɔ:n/	turn	/tə:n/
four	/fo:r/	fur	/fə:/
war	/wɔ:/	were	/wə:/
<u>/ʌ/</u>		<u>/ɛ:/</u>	
hut	/hʌt/	hurt	/hɛ:t/
ton	/tʌn/	turn	/tə:n/
bud	/bʌd/	bird	/bɛ:d/
shut	/ʃʌt/	shirt	/ʃə:t/
such	/sʌtʃ/	search	/sɛ:tʃ/

12- / ə / It is a short ,between half – close and half-open positions, central,unrounded vowel .

/ ə / has a very high frequency of occurrence in unstressed syllables . It is also used in the weak forms of such items as a , an , the , to , but , and , etc . when they occur in longer utterances .

/ ə / is spelt with most vowel letters and their combinations .

a	woman	/ˈwʊmən/
e	gentlemen	/ˈdʒentlmən/
i	possible	/ˈpɒsəbl/
o	oblige	/ əˈblaɪdʒ/
u	supply	/səˈplaɪ/

ar	gram <u>mar</u>	/'gramə/
er	fat <u>her</u>	/'fa:ðə/
or	doct <u>or</u>	/'dɒktə/
ou	fam <u>ous</u>	/'feiməs/
our	col <u>our</u>	/'kʌlə/
ure	pic <u>ture</u>	/'pɪktʃə/

/ə/ occurs in initial , medial and final positions.

initial

ago	/ə'gəʊ/
ahead	/ə'hed/
above	/ə'bʌv/
obtain	/əb'teɪn/
o'clock	/ə'klɒk/

medial

modern	/'mɒdən/
second	/'sekənd/
produce	/prə'dju:s/
succeed	/sək'si:d/
police	/pə'li:s/

a- The teacher asked for another answer .

/ ðə 'ti:tʃər 'ɑ:skt fər ə'nʌðər 'ɑ:nsə /

b- Give us some bread and butter, please .

/'gɪv əs səm 'bred ən 'bʌtə pli:z /

final

better	/'betə/
never	/'nevə/
mirror	/'mɪrə/
teacher	/'ti:tʃə/
banana	/'bæ'nɑ:nə/

EXERCISES

1-Circle the words that have /ʌ/ .

young your dose does same
some flood son sun month

2-Circle the words that have /ə:/

Heard hear where were dear
Word heart hurt turn steer

3-Circle the words that have /ə/.

fourteen obtain doctor never above
contain angry almost among guitar

4-Transcribe the following words phonemically .

a- touch	b- worn	c- warm
d- blood	e- jealous	f- mirror
g- gone	h- ugly	i- earth
j- luck	k- banana	l- answers
m- machine	n- search	o- agree

5-Re-write the following sentences in ordinary spelling.

a- /hi:z bɔ:t ə 'nju: 'ka:/
b- / ði 'ə:li 'bə:d 'kɑ:tʃɪz ðə 'wə:m/
c- /fl: 'hɑ:z ə 'fə: 'kɒt 'ɒn/
d- / wi 'kʌt it in 'tu: 'pa:ts/
e- / 'fʊgə rɪz 'swi:t/

6-Transcribe the following sentences phonemically .

a- These teachers are clever .
b- He has two daughters and four sons .
c- When did you get it ?
d- The police are looking for the thief .
e- You should come in order to meet him .

English Diphthongs

A diphthong is a combination of two vowel sounds within one syllable. It starts at one vowel and glides (moves) in the direction of another with no break at all in between. The main prominence is always on the first element (vowel) of the diphthong, the second element being only lightly sounded .

The first element in a diphthong may be one of the following vowels : /a /, /e/, /i/ , /o/ or /u/ ; and the second element one of the following vowels : /i/ , /u/ or /ə/ .

1-Diphthongs ending in /i/

<u>First Element</u>	<u>Second Element</u>	<u>Diphthong Symbol</u>	<u>Example</u>
e	i	ei	day /dei/
a	i	ai	my /mai/
o	i	oi	boy /boi/

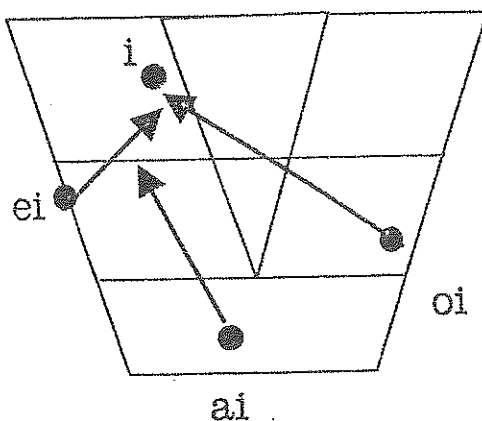


Figure (30) : Diphthongs ending in /i/

2- Diphthongs ending in /u/.

<u>First Element</u>	<u>Second Element</u>	<u>Diphthong Symbol</u>	<u>Example</u>
o	u	ou	go /gou/
a	u	au	now /nau/

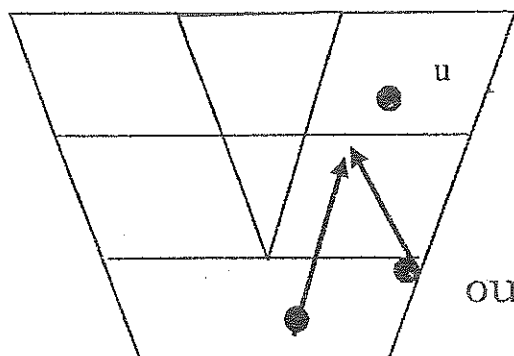


Figure (31) :Diphthongs ending in /u/

3-Diphthongs ending in /ə/.

<u>First Element</u>	<u>Second Element</u>	<u>Diphthong Symbol</u>	<u>Example</u>
i	ə	iə	here /hiə/
e	ə	eə	chair /tʃeə/
u	ə	uə	sure /ʃuə/

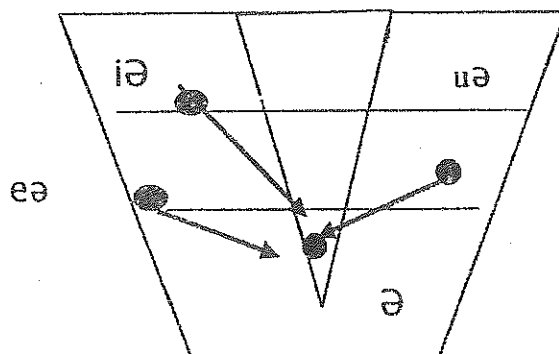


Figure (32) :Diphthongs ending in / ə /

The Diphthongs /ei/, /ai/, /oi/ /ou/ and /au/ are called closing diphthongs because they glide from a more open to a close positions . The diphthongs /iə/ , /eə/ and /uə/ are called centring diphthongs . /iə/ and /eə/ glide from a more front to a more central positions . /uə/ moves from a back to a more central positions.

Description of English Diphthongs

- 1- /ei/ It is a closing diphthong that begins at a point below the half-close front positions and then moves towards /i/

/ei/ is spelt :

- a late/leit/
- ai aim/eim/
- ay day /dei/
- ei eight /eit/
- ey they /ðei/
- ea break /breik/

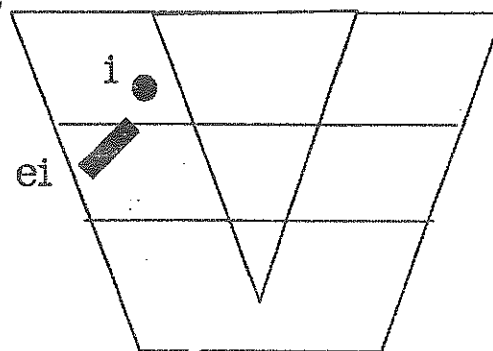


Figure (33) : /ei/

The diphthong /ei/ occurs in initial, medial, and final positions.

<u>initial</u>		<u>medial</u>		<u>final</u>
aim	/eim/	wait	/weit/	may /mei/
age	/eidʒ/	name	/neim/	way /wei/
aid	/eid/	place	/pleis/	they /ðei/
eight	/eit/	game	/geim/	play /plei/
able	/eibl/	main	/mein/	stay /stei/

- a- The rain in Spain stays mainly in the plain.
 /ðə 'rein in 'spein 'steiz 'meinli in ðə 'plein/
- b- They waited for the train but it was late .
 /ðei 'weɪtɪd fə ðə 'treɪn bət ɪt wəz 'leɪt/

<u>/i:/</u>	
feel	/fi:l/
mean	/mi:n/
heat	/hi:t/
wheat	/wi:t/
weave	/wi:v/
see	/si:/
me	/mi:/
bee	/bi:/

<u>/ei/</u>	
fail	/feil/
main	/mein/
hate	/heit/
wait	/weit/
wave	/weiv/
say	/sei/
may	/mei/
bay	/bei/

<u>/e/</u>	
get	/get/
fell	/fel/
sell	/sel/
men	/'nen/
tell	/tel/
let	/let/
pen	/pen/

<u>/ei/</u>	
gate	/geit/
fail	/feil/
sail	/seil/
main	/mein/
tall	:'teil/
late	/leit/
pain	/pein/

<u>/a/</u>	
plan	/plan/
ran	/ran/
can	/kan/
hat	/hat/
mat	/mat/

<u>/ei/</u>	
plain	/plein/
rain	/rein/
cane	/kein/
hate	/heit/
mate	/meit/

2- /ou/ It is a closing diphthong that begins at a back positions between half - close and open positions and moves towards /u/.

/ou/ is spelt :

o	<u>both</u>	/bouθ/
oa	<u>road</u>	/roud/
oe	<u>toe</u>	/tou/
ou	<u>soul</u>	/sou/
ow	<u>know</u>	/nou/

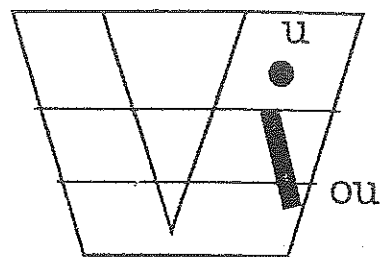


Figure (34): /ou/

The diphthong /ou/ occurs in initial, medial and final positions .

<u>initial</u>		<u>medial</u>		<u>final</u>	
own	/oun/	home	/houm/	go	/gou/
only	/'ounli/	rose	/rouz/	know	/nou/
old	/ould/	hold	/hould/	show	/ʃou/
open	/'oupn/	don't	/dount/	though	/ðou/
ocean	/'oufn/	load	/loud/	slow	/slou/

a- I don't know the road , so go slowly .

/ai 'dount 'nou ðə 'road sou 'gou 'slouli/

b- Don't throw stones on the road .

/'dount 'rou 'stounz on ðə 'roud/

<u>/o/</u>	
not	/not/
cot	/kot/
got	/got/
want	/wont/
rod	/rod/

<u>/ou/</u>	
note	/nout/
coat	/kou/
goat	/gout/
won't	/wount/
road	/roud/

<u>/o:/</u>	
caught	/ko:t/
called	/ko:ld/
shore	/ʃo:/
born	/bo:n/
bought	/bo:t/

<u>/ou/</u>	
coat	/kout/
cold	/kould/
show	/ʃou/
bone	/boun/
boat	/bout/

/u:/
 through /θru: /
 noon /nu:n /
 boot /bu:t /
 shoe /ʃu: /
 cool /ku:l /

/ou /
 throw /θrou /
 known /nəʊn /
 boat /bəʊt /
 show /ʃəʊ /
 coal /kəʊl /

3- /ai/ It is a closing diphthong that begins at a point slightly behind the front open positions and then moves in the direction of /i/ .

It is spelt :

i	mine	/main/
y	my	/mai/
ie	die	/dai/
ei	height	/hait/

Notice : eye /ai/
 buy /bai/

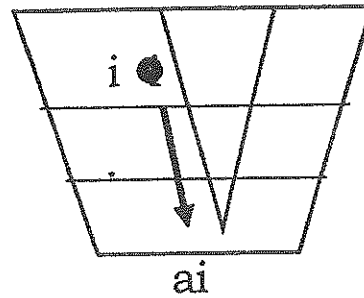


Figure (35)

/ai/ occurs in initial, medial and final

positions.

<u>initial</u>	<u>medial</u>	<u>final</u>
item /'aitəm/	time /taim/	buy /bai/
ice /ais/	type /taip/	high /hai/
idle /'aidl/	white /wait/	die /dai/
eyes /'aiz/	light /lait/	cry /krai/
island /'ailənd/	nice /nais/	why /wai/

- a- I find its quite right .
 /ai 'faɪnd its 'kwait 'rait/
 b- I scream for ice- cream .
 / ai 'skri:m fər ais 'kri:m/

/i:/
feet /fi:t/
seat /si:t/
niece /ni:s/
seen /si:n/
mean /mi:n/
team /ti:m/
bee /bi:/
tree /tri:/
tea /ti:/

/ai/
fight /fait/
sight /sait/
nice /nais/
sign /sain/
mine /main/
time /taim/
buy /bai/
try /traɪ/
tie /tai/

/ɪ/
mill /mil/
will /wil/
is /ɪz/
bit /bit/
lit /lit/
lick /lik/

/aɪ/
mile /mail/
while /wail/
eyes /aɪz/
bite /bait/
light /laɪt/
like /laɪk/

/a/
cat /cat/
rat /rat/
man /man/
had /had/
lack /lak/

/aɪ/
kite /kai/
write /raɪt/
mine /maɪn/
hide /haɪd/
like /laɪk/

/ei/

/ai/

may /mei/

my /mai/

day /dei/

die /dai/

way /wei/

why /wai/

main /mein/

mine /main/

aim /eim/

I'm /aim/

raise /reiz/

rise /raiz/

EXERCISES

1- Circle the words that have /ei/.

said aid break breakfast tall
main mean says plays tale

2- Circle the words that have /ou/ .

court coat know now want
won't home whom shore shoe

3- Circle the words that have /ai/ .

main height hate ice sign
mine raise eyes seen buy

4- Transcribe the following words phonemically .

a- nineteen b- cake c- notice
d- bicycle e- danger f- closed
g- eighty h- arrived i- unknown
j- sailor k- writing l- slowly

5- Re-write the following sentences in ordinary spelling .

a- /ai 'dɔʊnt 'θɪŋk hi:l 'laɪk ðæt/

b- /ðei 'o:t tə 'get 'həʊm bi'fə: 'faɪv/

c- /ðəʊz 'wɪndəʊz əz 'əʊpən/

d- /ðei 'geɪv ɪm 'eɪt 'keɪks/

e- /ʃi: 'wəʊnt hæv 'taɪm tə 'taɪp ðəʊz 'letəz /

6-Transcribe the following sentences phonemically .

a- Try to come early next time .

b- Nobody knows how lonely the road is .

c- It isn't quite the same .

d- He travels home by train .

e- I didn't know the way .

4-/au/ It is a closing diphthong that begins at a point between the half - open and open back and central positions, and then moves towards /u/.

It is spelt :

ou sound / saund /
 ow town / taun /

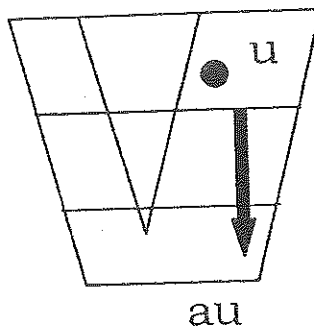


Figure (36) : / au /

/ . au / occurs in initial , medial and final positions .

<u>initial</u>	<u>medial</u>	<u>final</u>
out /aut /	round /raund /	how /hau/
owl /aul /	loud /laud /	now /nau/
outdoors /aut'do:z/	house /haus /	plough /plau/
outcome /'autkʌm/	shout /ʃaut/	cow /kau/
oust /aust/	south /sauθ/	bow (v.) /bau/

/o: /

/au /

horse /ho:s/

house /hause/

short /ʃo:t/

shout /ʃaut/

nor /no:/

now /nau/

lord /lo:d/

loud /laud/

dawn /do:n/

down /daun/

a- The brown mouse ran into the house .

/ðə 'braun 'maus 'ran intə ðə 'haus/

b- what about going out ?

/'wot ə 'baut 'gouɪŋ 'aut/

<u>/ou/</u>		<u>/au/</u>	
load	/loud/	loud	/laud/
know	/nou/	now	/nau/
rose	/rouz/	rouse	/rauz/
phoned	/found/	found	/faund/
tone	/toun/	town	/taun/

5- /oi/ It is a closing diphthong that begins at a point between back half- open and open positions and moves towards /i/ .

It is spelt :
 oi oil /oil/
 oy boy /boi/

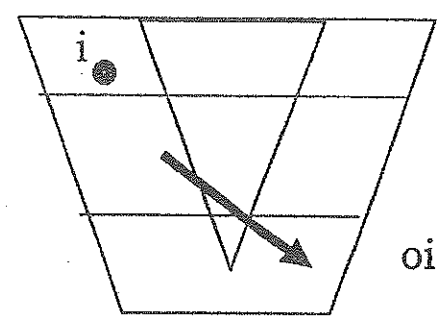


Figure (37) : /oi/

The diphthong /oi/ occurs in initial , medial and final positions.

<u>Initial</u>	<u>medial</u>	<u>final</u>
oil /oil/	noise /noiz/	joy /dʒoi/
oyster /'oistə/	point /point/	toy /toi/
ointment /'ointmənt/	join /dʒoin/	enjoy /in'dʒoi/

- a- A noisy noise annoys an oyster .
 / ə 'noizi 'noiz ə 'noiz ən 'oistə /
- b- The oil is boiling .
 / ði 'oil iz 'boiliŋ /

<u>/o:/</u>		<u>/oi/</u>	
tall	/to:l/	toil	/toil/
all	/o:l/	oil	/oil/
call	/ko:l/	coil	/koil/
jaw	/dʒo:/	joy	/dʒoi/
corn	/ko:n/	coin	/koin/

<u>/ou/</u>		<u>/oi/</u>	
nose	/nouz/	noise	/noiz/
soul	/soul/	soil	/soil/
bowl	/boul/	boil	/boil/
coal	/koul/	coil	/koil/
most	/moust/	moist	/moist/

EXERCISES

1- Circle the words that have /au/ .
 town own load drown drawn
 south short shout rose rouse

2- Circle the words that have /oi/ .
 soul soil noise nose toys
 coal coil bowl own coin

3- Transcribe the following words phonemically .
 a- around b- point c- houses
 d- employ e- beside f- boys
 g- boat h- noisy I- boiling
 j- crowd

Re-write the following sentences in ordinary spelling .

- a- /'dɒnt 'meɪk 'eni 'nɔɪz /
- b- /aɪ 'dɒnt .sə 'pɔʊz ju: ɪ ʌnd ə 'stænd maɪ 'pɔɪnt/
- c- /.ðeɪ wər ə 'nɔɪd baɪ ðæt 'nɔɪzɪ 'nɔɪz /
- d- / ʃi:z ə 'naɪs . 'haʊswaɪf/
- e- / 'dɒnt 'faut ə 'laʊd /

5- Transcribe the following sentences phonemically .

- a- Any noise annoys an oyster.
- b- I've gone without lunch .
- c- We haven't got time to arrange for it now .
- d- You ought to know the way by now .
- e- That's not the way to fold a coat .

6- /iə / It is a centring diphthong that begins at a centralized front half-close position and moves towards / ə / which is more open .

It is spelt :

- eer deer /diə /
- ear dear /diə /
- eir weird /wiəd/
- ier fierce /fiəs/
- ea idea /ai'diə/

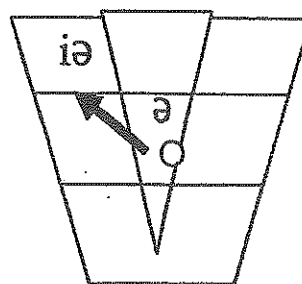


Figure (38): /iə /

Notice : museum /mju: 'ziəm/

The diphthong /iə/ occurs in initial , medial and final positions .

<u>initial</u>	<u>medial</u>	<u>final</u>
ears /iəz/	real /riəl/	near /niə /
earmark /'iəma:k/	cleared /kliəd/	here /hiə/
ear-ring /'iəriŋ/	theatre /'θiətə/	clear /kliə/
ear-drum /'iədrʌm/	yearly /'jiəli/	happier /'hapiə/

a- She burst into tears at his sad appearance .

/ʃi 'bɜ:st intə 'tiəz ət hiz 'səd ə'piərəns/

<u>/i:/</u>	<u>/i /</u>
he /hi:/	here /hiə/
knee /ni:/	near /niə/
tea /ti:/	tear(n.) /tiə/
reel /ri:l/	real /riəl/
he's /hi:z/	hears /hiəz/

<u>/ei/</u>	<u>/i /</u>
day /dei/	dear /diə /
may /mei/	mere /miə /
way /wei/	we're /wiə /
stay /stei/	steer /stiə /

7- /eə/ It is a centring diphthong that begins at a point in the half – open front position and moves in direction of /ə/ .

It is spelt :

are care /keə/
 air chair /tʃeə /
 ear bear /beə/ ...

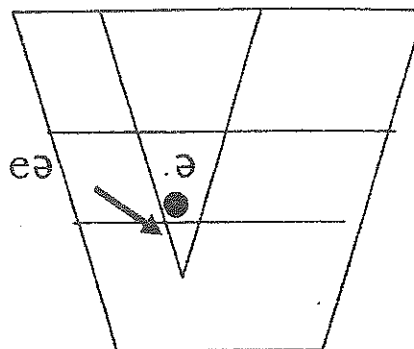


Figure (39) : /eə/

/eə/ occurs in initial , medial and final positions .

<u>initial</u>	<u>medial</u>	<u>final</u>
aired /eəd/	stairs /steəz/	where /weə/
air-port /'eəpɔ:t/	cares /keəz/	pair /peə/
airway /'eəei/	chairs /tʃeəz/	spare /speə /
area /'eəri /	dairy /'deəri/	dare /deə/
air-mail /'eəmeil/	scarce /skeəs/	hair /heə/

a- Have you a spare pair of shoes to wear ?

/həv ju: ə 'speə 'peər əv 'ʃu:z tə 'weə /

b- Mary's hair is very fair .

/'me əriz 'he ər iz 'veri 'feə /

/ei/

/eə/

<u>may</u> /mei/	<u>mare</u> /meə/
<u>day</u> /dei/	<u>dare</u> /deə/
<u>way</u> /wei/	<u>where</u> /weə/
<u>they</u> /ðei/	<u>there</u> /ðeə/
<u>pay</u> /pei/	<u>pair</u> /peə/

<u>/iə/</u>		<u>/eə/</u>
ear /iə/		air /eə/
fear /fiə/		fair /feə/
hear /hiə/		hair /heə/
steer /stiə/		stair /steə/
we're /wiə/		where /weə/

8- /uə/. It is a centring diphthong that begins at a centralized half-close position (as for the vowel /u/) and then moves in the direction /ə/.

It is spelt :

oor	<u>poor</u>	/puə/
ure	<u>pure</u>	/pjue/
ur	<u>during</u>	/'djuəriŋ/
our	<u>tour</u>	/tuə/

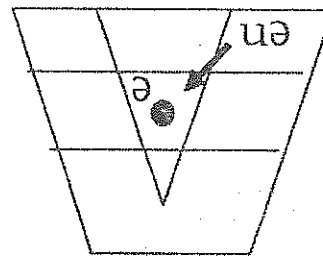


Figure (40) : /uə/

Notice :

jewel	/dʒuəl/
fluent	/fluənt/

The diphthong /uə/ occurs only in medial and final positions .

<u>initial</u>	<u>medial</u>	<u>final</u>
-----	fuel /fjuəl/	sure /ʃuə/
-----	during /'djuəriŋ/	cure /kjue/
-----	jewel /dʒuəl/	newer /njuə/
-----	urely /'fuəli/	tour /tuə/
-----	dualy /djuəl/	you're /juə/

a- The tourist toured the moor in February .

/ðə 'tuəriset 'tuəd ðə 'muər in 'februəri/

	<u>/o:/</u>		<u>/uə/</u>
your	/jo:/	you're	/juə/
tore	/to:/	tour	/tuə/
more	/mo:/	moor	/muə/
door	/door/	doer	/duə/

	<u>/iə/</u>		<u>/uə/</u>
year	/jiə/	you're	/juə/
tear	/tiə/	tour	/tuə/
dear	/diə/	doer	/duə/
sheer	/ʃiə/	sure	/ʃuə/

EXERCISES

1- Circle the words that have /iə/.

fierce real haire clear happier
ears hear heard we're where

2- Circle the words that have /eə/.

care bear steer stair chairs
wear we're hair here there

3- Circle the words that have /uə/.

your you're more poor four
shore sure new newer cure

4- Transcribe the following words phonemically

a- Share b- cure c- years
d- Idea e- pair f- fair
g- tour h- zero i- choise
j- jewel

5- Re-write the following sentences in ordinary spelling .

a- /'draivəz 'ʃud bi 'keəfəl/

b- /ðei 'went 'ni:li əz 'fa:r əz ðə 'bridʒ /

c- /aɪl 'ʃou ju 'weə tə 'put it /

d- /aɪm 'ʃu ə ðei 'nou ðə 'wei 'aut /

e- /ðɪ:z 'iəriŋz ə 'diə /

6- Transcribe the following sentences phonemically.

a- I can't hear what you're saying .

b- Don't go there ; stay here .

c- Be sure you drive carefully .

d- I think you'd care to wait .

e- We travelled by aeroplane .

English Triphthongs

A triphthong is a combination or sequence of three vowel sounds .

The following combination can be identified in English.

1- /ai/ + /ə/ → /aiə/

e.g. fire /'faɪə/

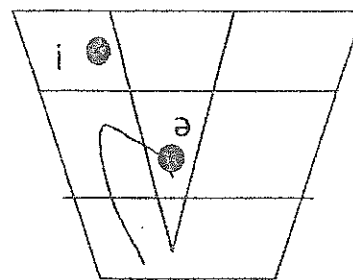
higher /'haɪə/

buyer /'baɪə/

iron /'aɪən/

wires /'waɪəz/

tired /'taɪəd/



aiə

Figure (41) : /aiə/

2- /au/ + /ə/ → /auə/

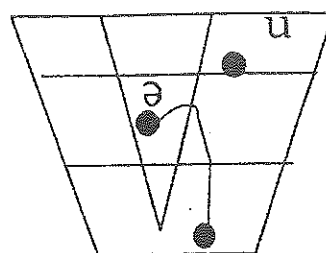
e.g. power /'paʊə/

flower /'flaʊə/

tower /'taʊə/

vowel /'vaʊəl/

towel /'taʊəl



auə

Figure (42) : /auə/

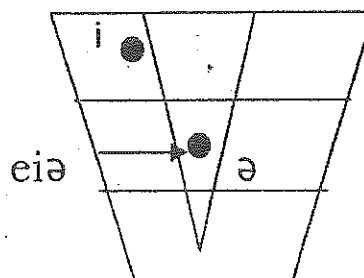
3- /ei/ + /ə/ → /eiə/

e.g. player /'pleiə/

they're /'ðeiə/

layer /'leiə/

sayer /'seiə/



eiə

ə

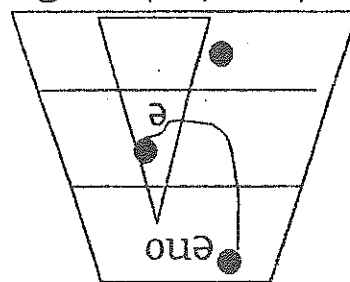
Figure (43) : /eiə/

4- /ou/ + /ə/ → /ouə/

e.g. lower /'ləʊə/

slower /'sləʊə/

grower /'grəʊə/



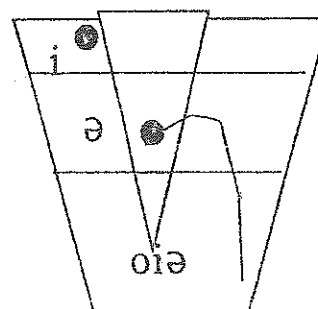
ouə

Figure (44) : /ouə/

e.g. loyal → /'loɪəl/

employer /im'plɔɪə/

annoyance /ə'noɪəns/



ɔɪə

Figure (45) : /ɔɪə/

Notice the vowels sequences in each of the following words .

going	/'gouɪŋ /	trying	/'traɪɪŋ /
playing	/'pleɪɪŋ /	annoying	/ə'noiɪŋ /
bowing	/'bauɪŋ /	create	/kri:'eɪt /
oasis	/ou'eɪsɪs /	re- open	/'ri:'əʊpən /

EXERCISES

- 1- Circle the words that have /aɪə/ .
 tide tired fire time
 sayer iron item science
- 2- Circle the words that have /aʊə/ .
 floor flour flower all
 owl vowel our hour
- 3- Circle the words that have /eɪə/ .
 fire they're layer lawyer
 player plays theatre payer
- 4- Re-write the following sentences in ording spelling .
 a- /'sʌm əv ðə 'pleɪəz wə 'taɪəd/
 b- /hi 'stʌdɪd 'saɪəns fə 'tu: 'aʊəz/
 c- / ði ɪm'plɔɪə wəz ə 'gʊd 'mæn/
 d- /ðeɪ 'traɪde tə 'pʊt aʊt ðə 'faɪə/
- 5- Transcribe the following sentences phonemically .
 a- How much flour do you want ?
 b- Our garden has beautiful flowers .
 c- My table is lower than yours .
 d- They soon got tired .

6-Re- write the following paragraphs in ordinary spelling .

a- 'sʌmwʌn əd 'keəlɪsli 'left ə 'tʌp 'rʌniŋ in * ðə
'flʌt ə'bʌv 'maɪn, ən ðə 'si:lɪŋ əd bɪn 'steɪnd
baɪ ðə 'wɔ:tə ðə 'lændlɔ:d 'kleɪmd ɪt wəz
'feə 'weə ən 'teə , ən 'sed I 'kʊdnt 'speər 'eni mʌni
fə rɪ'peəz . aɪ ʃəd 'hʌv tə 'biː ðə 'kɒst
maɪ'self ən 'ðæt wəz ði 'end əv ði ə'feə .

b- 'dʒʌks 'mʌðər ən 'fɑ:ðə 'went tə 'vɪzɪt ðeə
'neɪfju: ɪn ðə 'nɔ:θ . 'wen ðeɪ ə'raɪvd, ðə
'hɑ:ʊz wəz 'empti, ən ðə wəz 'nʌθɪŋ fə ðəm
tə 'du: bət tə rɪ'teɪn tə ðə 'sɑ:θ we ðeɪ 'lɪvd .

c- 'maɪ 'waɪf gets 'veri 'ʌŋgri ɪf aɪ 'traɪ tə
'meɪk maɪ 'aʊn 'breɪkfəst. ʃɪ 'laɪks tə 'fi:l
ðæt aɪ 'kɑ:nt 'fraɪ ən 'eg, ənd ɪf aɪ 'ɡəʊ ɪn ðə
'kɪtʃɪn aɪ 'aʊnli 'get ɪn ðə 'weɪ . aɪ 'daʊnt
'laɪk tə 'tel hɜ: ðæt aɪ ɪn'dʒɔɪ ɪt. 'maɪ 'laɪf
'wʊdnt bi 'wə:θ 'lɪvɪŋ ɪf aɪ 'dɪd .

7-Transcribe the following paragraphs phonemically

a- Al though the course had already begun
some time ago, many students were a fraide
to use the library. Because of this , it
remained empty between the beginning of the
term and the holidays . I'm afraid we'll have to
compel them to use it .

b- Many people who live in big cities come
from villages . The big difficulty is the

traffic . when they want to cross the road , it seems to come in every direction . They watch and wait , but when they cross , it's only instinct which prevents them from being killed .

c- We lived on the first floor of a block of flats . On the fourth floor lived an author .One day my daughter lost her ball , and the next day we saw the author walking along the hall with it . He was talking to the porter . When he saw my daughter he held out the ball .

CHAPTER FIVE

SOUNDS IN CONTEXT

A- English Consonant Clusters

Consonant clusters or consonant sequences occur when two , three or four consonant sounds follow one another without a vowel sound between them . These sequences may take place at the beginning, in the middle or at the end of words . At the beginning of words we may have two or three consonants, in the middle and at the end of words we may have two , three or four consonants .

Classical Arabic has no sequence of more than two consonants , where as English has as many as four . This situation causes problems to Arab learners of English . They tend to supply intrusive vowels within the consonant sequences .

For example :

street	/stri:t/
children	/'tʃɪldrən/
asked	/a:skt/

Types of English Consonant Clusters

1- In initial position (at the beginning of words) there may be two or three consonants in sequence .

a- Clusters of two consonants at the beginning of words .

Examples : CCV-

tree	/tri:/	/tr- /
stay	/stei/	/st- /
sky	/skai/	/sk- /
snow	/snou/	/sn- /
sleep	/sli:p/	/sl- /
suit	/sju:t/	/sj- /
sweet	/swi:t/	/sw- /
smile	/smaɪl/	/sm- /
play	/plei/	/pl- /
pure	/piuə /	/pj- /
try	/traɪ/	/tr- /
climb	/klaɪm/	/kl- /
quite	/kwaɪt/	/kw- /
dress	/dres/	/dr- /
black	/blak/	/bl- /
green	/gri:n/	/gr- /
free	/fri:/	/fr- /
throw	/θrou/	/θr- /
shrink	/ʃrɪŋk/	/ʃr- /
music	/'mju:zɪk/	/mj- /
new	/nju:/	/nj- /

b-Clusters of three consonants at the beginning of words . All these clusters begin with /s/ .

Examples :	CCCV-	
street	/stri:t/	/str- /
spring	/sprɪŋ/	/spr- /
scream	/skri:m/	/skr- /
square	/skweə/	/skw- /
spread	/spred/	/spr- /
stupid	/'stju:pid/	/Stj- /
splendid	/'splendid/	/Spl- /

2- In medial position (in the middle of words) there may be two , three or four consonant sounds in sequence .

a- Clusters of two consonants in the middle of words .

Examples : -VCCV-

under	/'ʌndə/	/-nd- /
picture	/'pɪktʃə/	/-kt -/
acted	/'aktɪd/	/-kt- /
admit	/ə'dmɪt/	/-dm- /
loudness	/'laʊdnɪs/	/-dn- /
finger	/'fɪŋgə /	/- g- /
import	/ɪm'pɔ:t/	/-mp- /
exact	/ɪg'zækt/	/-gz- /
thinking	/'θɪŋki /	/- k- /
asking	/'ɑ:skɪŋ/	/-sk- /

b- Cluster of three consonants in the middle of words .

Examples :	-VCCCV-	
act <u>ress</u>	/' <u>ak</u> tris/	/-ktr-/
hundred	/'h <u>and</u> red/	/-ndr-/
endless	/' <u>end</u> lis/	/-ndl-/
angry	/' <u>an</u> gri/	/-ŋgr-/
friendly	/'f <u>ren</u> dli/	/-ndl-/
extend	/'ik' <u>st</u> end/	/-kst-/
expect	/'ik' <u>sp</u> ekt/	/-ksp-/
central	/'s <u>entr</u> əl/	/-ntr-/

c- Clusters of four consonants in the middle of words .

Examples :	-VCCCCV-	
ex <u>tra</u>	/' <u>ek</u> strə/	/-kstr-/
ex <u>pl</u> ain	/'ik' <u>sp</u> leɪn/	/-kspl-/
ex <u>pr</u> ess	/'ik' <u>sp</u> res/	/-kspr-/
pr <u>om</u> ptly	/'p <u>rom</u> ptli/	/-mptl-/

3- In final position (at the end of words) there may be two , three or four consonants in sequence .

a- Clusters of two consonants at the end of words

Examples :	-VCC-	
act	/' <u>akt</u> /	/-kt/
and	/' <u>and</u> /	/-nd/
sits	/' <u>sits</u> /	/-ts/
likes	/'la <u>iks</u> /	/-ks/
looked	/'lu <u>kt</u> /	/-kt/
needs	/'ni: <u>dz</u> /	/-dz/
passed	/'pa: <u>st</u> /	/-st/

b- Clusters of three consonants at the end of words .

Examples : -VCCC

<u>acts</u>	/ak <u>ts</u> /	/-kts/
ends	/en <u>dz</u> /	/-ndz/
text	/te <u>ks</u> t/	/-kst/
asked	/a: <u>sk</u> t/	/-skt/
tempt	/te <u>mp</u> t/	/-mpt/

c- Clusters of four consonants at the end of words .

Examples : -VCCCC

<u>prompts</u>	/ <u>prompts</u> /	/-mpts/
texts	/te <u>ksts</u> /	/-ksts/
twelfths	/twel <u>fθs</u> /	/-lfθs/

Notice that in the connected speech one word may end with a consonant cluster and the next may begin with one , so longer clusters may occur .

examples : -VCCCCV-

best play	/be <u>st plei</u> /	/-st pl-/
small square	/smo:l <u>skwe</u> /	/-lskw-/
sixth floor	/s <u>iksθ flo</u> :/	/-ksθfl-/
next spring	/ne <u>kst sprin</u> ʃ/	/-kstspr-/

EXERCISES

1- Identify the initial consonant cluster in each of the following words .

a-square	e- shrink	l- strong
b-grass	f- scream	j- cry
c-climb	g- through	k- twice
d-suit	h- student	l- pure

2- Identify the medial consonant cluster in each of the following words .

a- helping e- angry l- exact
b- explain f- expect j- promptly
c- friendless g- cluster k- extreme
d- express h- export l- until

3- Identify the final consonant cluster in each of the following words .

a- looked e- kites l- begged
b- next f- twelfths j- texts
c- asked g- acts k- health
d- prompts h- laughs l- helped

B-Assimilation

In relatively rapid speech, adjacent consonant sounds often influence one another to produce changes involving modification in voicing, place of articulation, or in both voicing and place . These changes may occur between words or within a word when one speech sound comes to resemble or become identical with a neighbouring sound . This process is called assimilation.

1-Modification in voicing

a- with thanks

/wið θaŋks/ → /wiθ θaŋks/
/ð / (voiced) becomes /θ/ (voiceless)

b- these socks

/ði:z sɒks/ → /ði:s sɒks/
/z/ (voiced) become /s/ (voiceless)

c-of course / əv kɔ:s/ → /əf kɔ:s/
/v/ (voiced) becomes /f/ (voiceless)

d-newspaper

/nju:zpeɪpə / → /nju:speɪpə /
/z/ (voiced) becomes /s/ (voiceless)

e-good time

/gud taim/ → /gut taim/
/d/ (voiced) becomes /t/ (voiceless)

f- used to

/ju:zd tu/ → /ju:st tu/
/z/ and /d/ (voiced) become /s/ and /t/
(voiceless)

2- Modification in place of Articulation

a- /t/ become /p/ before /p,b,m/

1- that place

/ðat pleɪs/ → /ðap pleɪs/
/t/ (alveolar) becomes /p/ (bilabial)

2-that boy

/ðat bɔɪ/ → /ðap bɔɪ/

3-that man

/ðat mæn/ → /ðap mæn/

b- /t/ becomes /k/ before /k,g/

1- that kind

/ðat kaɪnd/ → /ðak kaɪnd/
/t/ (alveolar) becomes /k/ (velar)

2-that girl

/ðat ɡɜ:l/ → /ðak ɡɜ:l/

c- /d/ becomes /b/ before /p, b, m/

1- good piece

/gud pi:s/ → /gub pi:s/

/d/ (alveolar) becomes /b/ (bilabial)

2- good - bye

/gud bai/ → /gub bai/

3- good man

/gud man/ → /gub man/

d- /d/ becomes /g/ before /k, g/

1- read quickly

/ri:d kwikli/ → /ri:g kwikli/

/d/ (alveolar) becomes /g/ (velar)

2- good girl

/gud gə:l/ → /gug gə:l/

e- /n/ becomes /m/ before /p, b, m/

1- ten points

/ten points/ → /tem points/

/n/ (alveolar) becomes /m/ (bilabial)

2- one boy

/wʌn boi/ → /wʌm boi/

3- ten minutes

/ten minits/ → /tem minits/

f- /n/ becomes /ŋ / before /k, g/

1- ten cats

/ten kats/ → /teŋ kats/

/n/ (alveolar) becomes /ŋ / (velar)

2- one girle

/wʌn gə:l/ → /wʌŋ gə:l/

g- /s/ becomes /ʃ / before /ʃ, j/

1- this shirt

/ðis ʃə:t/ → /ðiʃ ʃə:t/

/s/ (alveolar) becomes /ʃ / (palato-alvoelar)

2- this year

/ðis jɪə/ → /ðɪʃ jɪə/

h- /z/ becomes / ʒ / before / ʃ, j/

1- has she ?

/has ʃi:/ → /həʒʃi:/

/z/ (alveolar) becomes / ʒ / (palato alveolar)

or /haz ʃi:/ → /həʃ ʃi:/

2- his young brother

/hɪz ʃʌŋ brʌðə/ /hɪʒ jʌŋ brʌðə/

3- Coalescence or Merging

When two consonants combine into one, the process two is called coalescence or merging

Study the following merging patterns .

a- /t/ + /j/ → /tʃ/

1- Aren't you coming ?

/ 'a:nt ju 'kʌmɪŋ/

/ 'a:ntʃ u 'kʌmɪŋ/

2- won't you do it ?

/ 'wəʊnt ju 'du: ɪt /

/ 'wəʊntʃ u 'du: ɪt /

b- /d/ + /j/ → /dʒ/

1- would you mind ?

/ wʊd ju 'maɪnd /

/ wʊdʒ u 'maɪnd /

2- during

/ 'dʒuəri/

/ 'dʒuəri/

3- educate

/ 'edʒukeɪt/

/ 'edʒukeɪt/

c- /s/ + /j/ → /ʃ/

1- you 'll miss your bus .

/ju:l 'mis jo: 'bʌs/

/ju:l 'mɪʃ o: 'bʌs/

2- In case you miss your train .

/ɪn 'keɪs ju: 'mis jo: 'treɪn/

/ɪŋ 'keɪs u: 'mɪʃ o: 'treɪn/

d- /z/ + /j/ → /ʒ/

1- Has your brother come ?

/'hæz jo: 'brʌðə 'kʌm/

/'hæz o: 'brʌðə 'kʌm/

2- She 's your sister .

/ʃi:z jo: 'sɪstə/

/ʃi:z o: 'sɪstə/

Notice the following :

1- standpoint

/'standpoint/

/'stampoint/

2- stand-by

/'standbaɪ/

/'stambaɪ/

3- Don't miss your train .

/'daʊnt 'mis jo: 'treɪn/

/'daʊnt 'mɪʃ o: 'treɪn/

4- I can't be sure .

/aɪ 'kɑ:nt bi 'ʃʊə /

/aɪ 'kɑ:m̩p bi 'ʃʊə /

EXERCISES

1- In the pronunciation of the following sentences one type or another of assimilation may occur . show this as in the examples given below .

a- I saw ten men .

/ai 'so: tɛn 'mɛn/ (place) ¹

b- I have to go .

/ai hʌf tə 'gəʊ/ (voice)²

c- This is your book .

/ðɪs ɪz o: 'bʊk/ (coalescence)

1- I used to go there .

2- You have to be careful .

3- He had to go home .

4- Did I hurt you ?

5- I bought this horse- shoe from this shop .

6- Whose shoes are those ?

7- I can go .

8- I can be there ?

9- He's a good boy .

10- Won't you come ?

11- It was your book ?

12- I'll be ready in ten minutes .

13- Look at those young men .

14- Would you mind ?

15- Let's go to that place .

16- That girl is my sister .

17- He is saying good - bye to them .

18- She is a thin girl .

19- Where would you like to go this year ?

20- This is his young son .

1-(place) = The change is in the place of articulation .

2- (voice) = The change is in voicing .

- 21-I am a graduate of the College of Education .
 22-This is his standpoint .

C- Elision

Elision is the omission of a phoneme (vowel or consonant) or more in certain cases . sometimes a whole syllable is omitted .elision is characteristic of rapid ,colloquial speech .

A- Elision of vowels

Elision of vowels is likely to take place specially in a sequence of unstressd syllables .

Examples :

1-temberature	/ˈtempərɪtʃə/	/ˈtempɪtʃə/
2- murderer	/ˈmɜːdəɪə/	/ˈmɜːdrə/
3- natural	/ˈnætʃərəl/	/ˈnætʃrəl/
4- carefully	/ˈkeəfʊli/	/ˈkeəfli/
5- national	/ˈnæʃənəl/	/ˈnæʃnəl/
6- police	/pəˈliːs/	/pliːs/

B- Elision of Consonants

1-Established or Historical

The underlined consonants in each of the following words are elided .

a- <u>b</u> ought	/bo:t/
b- <u>w</u> alk	/wo:k/
c- <u>w</u> orng	/rɒŋ/
d- <u>l</u> isten	/ˈlɪsn/
e- <u>l</u> amb	/lamb/

2- Colloquial or Contextual

a- /t/ and /d/ may be elided when they occur medially in a cluster of three consonants .

Examples :

- | | | |
|---------------|----------------|---------------|
| 1- mostly | / 'moustli/ | / 'mousli/ |
| 2- wristwatch | / 'ristwotʃ/ | / 'riswotʃ/ |
| 3- just one | / 'dʒʌst 'wʌn/ | / 'dʒʌs 'wʌn/ |
| 4- friends | / 'frendz/ | / frenz/ |
| 5- handbag | / 'handbag/ | / 'hanbag/ |
| 6- builds | / 'bildz/ | / bilz/ |

b- /l/ may be elided when preceded by /o:/ .

Examples :

- | | | |
|--------------|---------------|--------------|
| 1- always | / 'o:lweiz/ | / 'o:weiz/ |
| 2- all right | / 'o:l 'rait/ | / 'o: 'rait/ |

c- /k/ or /g/ may be elided when it occurs after /ŋ/ .

Examples :

- | | | |
|-----------|-----------|----------|
| 1- length | / lenkθ/ | / lenθ/ |
| 2- singer | / 'siŋgə/ | / 'siŋə/ |

c- whole Syllables

Sometimes whole syllables may be elided in rapid speech especially where there is a sequence of /r/ sounds .

Examples :

- | | | |
|------------|--------------|------------|
| 1-library | / 'laibrəri/ | / 'laibri/ |
| 2-February | / 'februəri/ | / 'febri/ |

EXERCISES

1- Transcribe the following words phonemically and then indicate the sound that are (or may be elided) .

- | | |
|---------------|--------------|
| 1- correct | 12- hour |
| 2- suffering | 13- dustman |
| 3- family | 14- next day |
| 4- difficult | 15- postman |
| 5- suppose | 16- fields |
| 6- delightful | 17- although |
| 7- night | 18- already |
| 8- write | 19- linked |
| 9- walk | 20- punctual |
| 10- castle | 21- literary |
| 11- thumb | 22- probably |

D- Linking

When two words or utterances occur next to each other and first one ends with a vowel sound while the second begins with a vowel sound, intrusive /r/ or one of the glides /j/ or /w/ is used to replace the glottal stop /ʔ/ .

1-The glide /j/ tends to be used when the first word or utterance ends with one of the vowels /i/ or /i:/ or with one of the diphthongs /ei/ , /oi/ and /ai/ .

Examples :

a- This is my aunt . /ðis·iz mai j'a:nt/

b- The answer is right . /ði 'a:nsər iz 'rait/

2-The glide /w/ is commonly used when the first word or utterance ends with /u/ , /u:/ , /ou/ or /au/ .

Examples :

a- Who are they ? /'hu: w'a: ðei/

b- I am going to enter the school .

/aɪ m 'gou^w ɪŋ tu^w 'entə ðə 'sku:l/

3-Intrusive /r/ is used when a word or an utterance ends with /ə/ , / ə:/ , /a:/ , /o:/ , /iə/ , /eə/ or /uə/ . Examples :

a- The idea of it . /ði 'ai'diə^r əv it/

b- Asia and Africa . /'eɪʃ ə^r ənd 'æfrɪkə/

c- banana and apples . /bə'nɑ:nə^r ənd 'æplz/

4-when the ordinary spelling of the word ends in the letter 'r' (or '-re' in some words such as are , more , centre) , and the next word in a connected sentence begins with a vowel sound, /r/ is pronounced and it is called linking /r/ .

Examples

a-far away /'fa:r ə'weɪ/

b-Here it is /'hiə^r ɪt 'ɪz/

c-The teacher asked for another answer .

/ðə 'ti:tʃə^r 'ɑ:skt fə^r ə'nʌðə^r 'ɑ:nsə/

EXERCISES

1-Transcribe the following sentences and insert /w/,/j/or /r/ where possible . Follow this example .

He is my uncle . /hi: 'ɪz maɪ 'ʌŋkl/

1- I saw it yesterday .

2- They are going to eat it .

3- My answer is correct .

4- I asked him to go in .

5- Selma is writing a letter .

6- I waited for eight hours .

7-She is My aunt .

8-My sister is washing the dishes .

E- The pronunciation of :

- 1- The weak form of "is"
- 2- The weak form of "has"
- 3- The plural suffix (ending)
- 4- The possessive suffix
- 5- The s-form of the verb
- 6- The past and past participle forms of regular verbs .

1- The weak form of "is"

There are two weak forms of "is" : /s/ and /z/.

a- /s/ is used after words ending in one of the following voiceless consonants : /p/ , /t/ , /k/ , /f/ and /θ/ .

Examples :

- 1- Philip's well today . /'fi lips 'wel tə'dei/
- 2- That's a good book . /ðats ə 'gud 'buk/
- 3- Jack's my friend . /'dʒaks mai 'frend/
- 4- Jeff's clever . /'dʒefs 'klevə/
- 5- Smith's coming /'smiθs 'kʌmiŋ/

/z/ is used after words ending in a vowel sound or in one of the following voiced consonants : /b/ , /d/ , /g/ , /v/ , /ð/ , /m/ , /n/ , /ŋ/ and /l/ .

Examples :

- 1- He 's a teacher . /hi:z ə 'ti:tʃə/
- 2- The boy's running . /ðə 'boiz 'rʌniŋ/
- 3- Here's the book . /'hiəz ðə 'buk/
- 4- The bag's large . /ðə 'bagz 'la:dʒ/
- 5- Tom's my friend . /'tomz mai 'frend/

6-This ring's made of gold . /ðis 'rɪŋz 'meɪd əv
'gəʊld/

Note : The strong form of "is" /iz/ is used :

a-after 'this', 'his' and like .

1-This is a boy . / ðis iz ə 'bɔɪ/

2-His is new . /hɪz iz 'nju:/

b-at the beginning of a sentence .

1-Is he reading ? /iz hi : 'ri:diŋ/

c-at the end of a sentence .

1- yes ,he is . /'jes hi: iz/

2- The weak form of "has"

When has is used to form the present perfect tense, it has three weak forms : /həz/, /s/ and /z/.

a-/s/ and /z/ are pronounced in the same way as the weak forms of "is" .

Examples :

1-Jack's finished his work .

/'dʒakz 'fɪnɪʃt ɪz 'wɜ:k/

2-The cat's eaten it . /ðə 'kæts 'i:tɪn ɪt/

3-He's just arrived . /hi:z 'dʒʌst ə'raɪvd/

4-Tom's gone away . /'tɒmz 'gɒn ə'wei/

b-/həz/ is used at the beginning of a sentence .

Example :

Has he arrived ? /həz hi ə'raɪvd/

3-The plural suffix

The plural suffix (ending) is pronounced as follows :

a- /s/ after words ending in one of the voiceless consonants : /p/, /t/, /k/, /f/ and /θ/ .

Examples :

1-The maps are small . /ðə 'mæps ə 'smo:l/

2-I bought two books . /aɪ 'bo:t 'tu: 'bʊks/

3-The smiths are coming . /ðə 'smiθs ə 'kʌmɪŋ/

b- /z/ after words ending in a vowel sound or in one of the following voiced consonants :

/b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/ and /l/.

Examples :

1-The boys are playing .

/ðə 'boɪz ə 'pleɪɪŋ/

2-There are three trees .

/ðə ə 'θri: 'tri:z/

3-He has two girls .

/hi: 'hæz 'tu: 'gɜ:lz/

4-The bags are on the table .

/ðə 'bægz ə rɒn ðə 'teɪbl/

5-Birds can fly .

/'bɜ:dz kən 'flaɪ/

C- /ɪz/ after words ending in one of the sibilant

consonant sounds : /s/, /z/, /ʃ/, /ʒ/, /tʃ/

and /dʒ/ .

Examples :

1-She's washing the dishes

/ʃi:z 'wɒʃɪŋ ðə 'dɪʒɪz/
2-Those garages are small .

/ðəʊz 'ɡɑ:rɑ:ʒɪz ə'smɔ:l/
3- He bought two watches .

/hi 'bɔ:t 'tu: 'wɒtʃɪz/
4- where did you put the glasses ?

/'weə did ju 'put ðə 'ɡlɑ:sɪz/

4- The possessive suffix

The pronunciation of the possessive suffix follows the same rules as those of the pronunciation of the plural suffix .

Examples :

a- /s/ 1- jack's books /'dʒɑ:kʃ 'bʊks/

2- Smith's car /'smiθs 'kɑ:/

b- /z/ 1- Tom's bicycle /'tɒm'z 'baɪsɪkl/

2- Jane's dress /'dʒeɪnz 'dres/

c- /ɪz/ 1- George's bag /'dʒɔ:dʒɪz 'bæg/

2- Jone's house /'dʒəʊnzɪz 'haʊs/

5- The s-form of the verb

The pronunciation of the third person singular suffix follows the rules as those of the plural and possessive suffixes .

Examples :

a- /s/ 1- He walks to school .

/hi:'wɔ:kʃ tə 'sku:l/

2- she writes clearly .

/ʃi: 'raɪts 'kɪəli/

b- /z/ 1- He plays well .

/hi: 'pleɪz 'wel/

2- She feels happy .

/ʃi: fi:lz 'hapi/

C- /iz/ 1- She washes the dishes .

/ʃi: 'wɒʃɪz ðə 'dɪʃɪz/

2-He manages his business by himself.

/hi: 'mænɪdʒɪz 'ɪz 'bɪznɪs baɪ
him'self/

6- The past and past participle forms of regular verbs.

The past and past participle suffix -(e)d is pronounced in the following ways.

a- /t/ after words ending in a voiceless consonant sound except /t/ .

Examples :

1- He asked me to go . /hi: 'a:skt̩ mi tə 'gou/

2- She dropped the cup . /ʃi: 'drɒpt̩ ðə 'kʌp/

3- We passed the test . /wi: 'pɑ:st̩ ðə 'test/

4- He's coughed . /hi:z 'kɒft̩/

5- She's washed the dishes .

/ʃi:z 'wɒʃt̩ ðə 'dɪʃɪz/

b- /d/ after words ending in a vowel sound or a voiced consonant sound other than /d/.

Examples :

1-They played well . /ðei 'pleɪd 'wel/

2-He annoyd them . /hi: ə'nɔɪd ðəm/

3-They've managed to do it .

/ðeɪv 'mænɪdʒd tə 'du: ɪt/

4-I advised him to stay at home .

/aɪ ə'dvaɪzd ɪm tə 'steɪ ət 'həʊm/

5- She's opened the door .

/ʃi:z 'əʊpnd̩ ðə 'dɔ:/

6-I've lived here for two years .

/aiv 'lɪvd hiə fə 'tu: 'jɪəz/

c- /ɪd/ after words ending in /t/ or /d/ .

Examples :

1- He rested for an hour .

/hi: 'reɪtɪd fɔr ən 'aʊə/

2- I handed him a letter .

/aɪ 'hændɪd ɪm ə 'letə/

EXERCISES

1- Show how the weak form of is is pronounced in each of the following sentences .

a-That boy's my brother . / /

b-Jack's writing now . / /

c-That's Mr. Smith . / /

d-Here's your book . / /

e-The table's large . / /

2- Show how the weak form of has is pronounced in each of the following sentences .

a-He's gone home . / /

b-Jill's written the letter . / /

c-Jack's found his pen . / /

d-The cat's drunk the milk . / /

e-Tom's done his homework . / /

f-Has she gone out ? / /

3- Show how the plural ending is pronounced in each of the following words .

a- books / / f- cases / /

b- judges / / g- drops / /

c- teachers / / h- homes / /

d-classes / / l- days / /

e- babies / / j- houses / /

4-Show how the possessive suffix is pronounced in each of the following .

- a- Jill's books / /
- b- Jack's bicycle / /
- c- The boy's bags / /
- d- George's house / /
- e- Mrs. Jones's dress / /

5-Show how third person singular suffix is pronounced in each of the following sentences.

- a- She teaches English . / /
- b- My brother gets up early . / /
- c- She writes beautifully . / /
- d- Her sister washes the dishes . / /
- e- My friend likes short stories . / /
- f- He plays football well . / /

6-Show how the -ed suffix is pronounced in each of the following sentences .

- a- He walked to school . / /
- b- My friend wanted the white shirt . / /
- c- She has dropped the cup . / /
- d- I advised him to go to the doctor . / /
- e- They waited for me . / /
- f- She's just opened the door . / /

CHAPTER SIX

SUPRASEGMENTALS

Suprasegmentals are sound features which are not connected with one particular segment and which may prevail over a syllable, word or a sentence.

They are the syllable, stress, rhythm, strong and weak forms of function words, juncture and intonation.

A -The syllable

"We can define the syllable by saying that it is a unit containing one and only one vowel either alone or surrounded by consonants in certain numbers and certain arrangements."⁽¹⁾

The syllable is usually divided into the marginal and the nucleus or centre. The marginals (one, two or three consonants) before the nucleus constitute the onset, while those after the nucleus (one, two, three or four consonants) constitute the coda or termination; the nucleus is a vowel or a diphthong.

(1) O'Connor, J.D. phonetics – Hazell Watson and Viney Ltd. 1973 p. 200

4- Some syllables have onset and coda .

Examples :

a- CVC	run	/rʌn/
b-CCV	stop	/stɒp/
c-CCVCC	stopped	/stɒpt/
d- CCCVC	street	/stri:t/
e- CCCVCC	streets	/stri:ts/
f- CCCVCCC	trengths	/strenθs/
g-CVCC	*ships	/ʃɪps/
h- CVCCC	text	/tekst/
i- CVCCCC	texts	/teksts/

Syllabic Consonants

Some consonants sometimes seem to fulfil a syllabic function without the presence of a vowel; they are called "syllabic consonants".

In some syllables one of the consonants /l/, /n/, /m/, and /ŋ/ may be the nucleus .

1- Dark /l/ is often syllabic particularly in an unstressed final syllable .

Examples :

a- Local	/ˈləʊkl̩/
b- bottle	/ˈbɒtl̩/
c- little	/ˈlɪtl̩/
d- total	/ˈtəʊtl̩/
e- hospital	/ˈhɒspɪtl̩/

2- /n/ is often syllabic in word-final position as in :

a- nation	/ˈneɪʃn̩/
b- reason	/ˈri:zɒn̩/
c- lesson	/ˈlesn̩/
d- written	/ˈrɪtɪn̩/
e- seven	/ˈsevɪn̩/
f- garden	/ˈgɑ:dn̩/

3- /m/ is syllabic when it comes at the end of a word after /z/ or /s/ .

Examples

a- prism /'prizm/

b-blossom /'blɒsm/

c-bosom /'buzm/

d-chasm /'kæzm/

4- /ŋ/ is occasionally syllabic in rapid speech in the neighbourhood of /k/ or /g/ , when it may take the place of /n/ .

a- bacon /'beɪkŋ/

b-He can go . /hi:kŋ 'gəʊ/

EXERCISES

1- Mention the number of syllables each of the following words has .

e.g beautiful (3)

a-copybooks () h-dropped ()

b-engineering () I-blackboard ()

c-likes () j-unsuccessfully()

d-length () k-written ()

e-seventeen () l-angrily ()

f-civilization () m-air ()

g-hospital () n-bottle ()

B- Stress

"Stress is the relative degree of force used by a speaker on the various syllables he is uttering ."(1)

Stress refers to the prominent part of a syllable or a word . This prominence is caused by additional breath force . If a syllable is prominent

(1) kingdon , Roger : The Groundwork of English stress- Longman (1970)

, it may be stressed, if not, it may not be stressed
. Stress is related to the syllable center (vowel) .

There are two types of stress in English :

Word stress and sentence stress

1- word Stress

word stress is used to show the different degree of prominence in words containing more than one syllable . Stressed syllables are more prominent than weak ones . They sound louder and longer than unstressed syllables .

There are three distinct stress levels in the English language .

a- primary stress

Primary stress represents the maximal prominence of a syllable . It is indicated by placing a small vertical line (') at the upper lefthand side of the syllable .

This syllable is called a strong syllable .

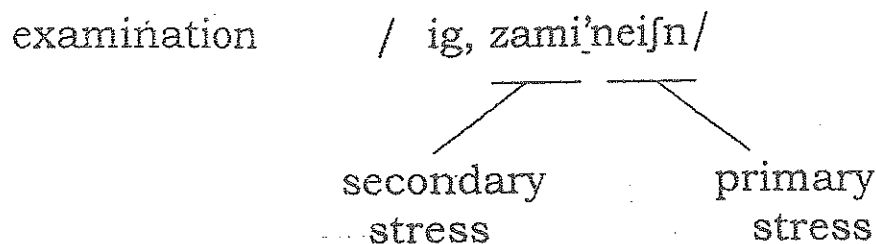
Examples :

- a-window /'windou/
- b-above /ə'bv/
- c-engineer /enʒi'niə/
- d-examination /igzami'neɪʃn/

b- Secondary Stress

Secondary stress shows the second degree of prominence of a syllable . It is indicated by placing a small vertical line at the lower lefthand side of the syllable.

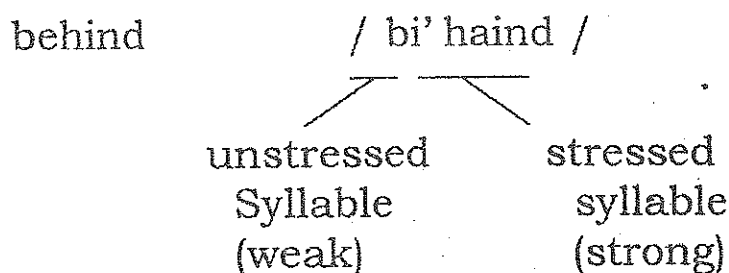
Example :



c- Weak

syllables which are unstressed are referred to as weak syllables . They are not indicated by any mark .

Example :



In this book only syllables which carry primary stress are marked .

Word stress Patterns

1- Two-syllable Words

a- The first syllable is stressed :

Examples :

enter	/'entə/
open	/'əʊpən/
window	/'wɪndəʊ/
equal	/'i:kwəl/
habit	/'hæbɪt/

b- The second syllable is stressed :

Examples :

above	/ ə' bʌv /
arrive	/ ə raɪv /
assist	/ ə' sist /
behind	/ bi' haɪnd /
before	/ bi' fo: /

c- Both syllables are stressed :

Examples :

unknown	/ 'ʌn' nʌn /
hello	/ 'he' ləʊ /

2- In words of three or more syllables there is usually one stressed syllable , but , occasion-ally there may be two .

a- The following words have one primary stress each .

1-Copybook	/ 'kɒpɪbʊk /
2-Eatable	/ 'i:təbl /
3-Mechanic	/ mi' kænɪk /
4-External	/ eks'tɜ:nl /
5-Engineer	/ endʒ' niə /
6-Criticism	/ 'krɪtɪsɪzəm /
7-Unfortunate	/ ʌn' fɔ:tʃnɪt /
8-remarkable	/ ri'mɑ:kəbl /
9-administrative	/ əd'mɪnɪstrətɪv /
10-consideration	/ kənsɪdə'reɪʃn /
11-objectivity	/ ɒbdʒəktɪvɪti /

b- The following words have two primary stresses each .

- | | |
|----------------|------------------|
| 1-half-hearted | /ˈhɑ:fˈhɑ:tɪd/ |
| 2-uncertain | /ˈʌnˈsɜ:tɪn/ |
| 3-undergo | /ˈʌndəˈgəʊ/ |
| 4-unimportant | /ˈʌnɪmˈpɔ:tənt/ |
| 5-superimpose | /ˈsju:pəɪmˈpəʊz/ |

Notice the stressing of the following compound words :

- | | |
|-------------------|-----------------|
| 1-cardboard | /ˈkɑ:dbɔ:d/ |
| 2-windscreen | /ˈwɪndskri:n/ |
| 3-teapot | /ˈti:pɒt/ |
| 4-grandfather | /ˈgrændfɑ:ðə/ |
| 5-booking-office | /ˈbʊkɪŋɒfɪs/ |
| 6-newspaper | /ˈnju:spetpə/ |
| 7-musical-box | /ˈmju:zɪklbɒks/ |
| 8-archbishop | /ɑ:tʃˈbɪʃəp/ |
| 9-filed-marshal | /fi:ldˈmɑ:ʃl/ |
| 10-machine-minder | /məˈʃi:nmaɪndə/ |
| 11- easy-going | /i:ziˈgəʊɪŋ/ |

Notice also the stressing of the following which causes a change in meaning .

- | | |
|--|-----------------|
| 1- a- a green house | /əˈɡri:nˈhɑ:ʊs/ |
| (a house which is painted green) | |
| b- a greenhouse | /əˈɡri:nhɑ:ʊs/ |
| (building with sides and roof of glass, used for growing plants) | |
| 2- a- a black bird | /əˈblækˈbɜ:d/ |
| b- a blackbird | /əˈblækbɜ:d/ |
| 3- a- a light ship | /əˈlaɪtˈʃɪp/ |

b- a lightship	/ə 'laɪtʃɪp/
4- a- a cross word	/ə kros 'wɜ:d/
b- a crosswordn	/ə 'kroswɜ:d/

In some words the placing of stress changes their grammatical function .

Examples :

<u>Verb</u>		<u>Noun</u>	
1- addict	/ə 'dɪkt/	addict	/'adɪkt/
2- collect	/kə 'lekt/	collect	/'kolekt/
3- conduct	/kən 'dʌkt/	conduct	/'kɒndʌkt/
4- contest	/kən 'test/	contest	/'kɒntest/
5- contract	/kən 'trakt/	contract	/'kɒntrakt/
6- decrease	/di: 'kri:s/	decrease	/'di:kri:s/
7- desert	/di 'zɜ:t/	desert	/'dezət/
8- export	/eks 'pɔ:t/	export	/'ekspɔ:t/
9- extract	/iks 'trakt/	extract	/'ekstrakt/
10- import	/ɪm 'pɔ:t/	import	/'ɪmpɔ:t/
11- increase	/ɪŋ 'kri:s/	increase	/'ɪŋkri:s/
12- insult	/ɪn 'sʌlt/	insult	/'ɪnsʌlt/
13- object	/əb 'dʒekt/	object	/'ɒbdʒɪkt/
14- present	/pri 'zent/	present	/'prezənt/
15- produce	/prə 'dʒu:s/	produce	/'prɒdʒu:s/
16- subject	/səb 'dʒɪkt/	subject	/'sʌbdʒɪkt/
17- transport	/tranz 'pɔ:t/	transport	/'tranzpɔ:t/

2- Sentence Stress

In connected speech, the same syllable or even the same words may be stressed or unstressed depending upon the context of the sentence and the degree of emphasis placed on a certain part of the sentence. The more important a word is, the stronger is its stress. The most important words which are usually stressed (in the absence of special emphasis) are: nouns, adjectives, main verbs, adverbs, demonstratives, and question-words. words, Function words, pronouns, articles, conjunctions, auxiliary verbs and other words such as : as, there, etc are weakened and usually are unstressed . However, the speaker may desire to to emphasize a word, for example for its importance.

Examples:

1- Normal Utterances

- a- you 'came to 'see me .
- b- 'Thank you for the 'letter .
- c- 'Jack 'came 'last 'night .
- d- Is 'that the 'man who 'sent you the 'ticket ?
- e- 'what did he 'say ?

2- Special Emphasis (Emphasized Utterances)

- a- It's 'yours not mine .
 - b- 'you did that .
 - c- put it 'on the table . (not under it)
-

EXERCISES

- 1- Circle the number of the syllable(s) that carries primary stress in each of the following words .

e.g engineer (1- 2- 3)

- | | |
|-----------------|------------------|
| a- receive | (1- 2) |
| b- oranges | (1- 2- 3) |
| c- organization | (1- 2- 3- 4- 5) |
| d- television | (1- 2- 3- 4) |
| e- exaggerate | (1- 2- 3- 4) |
| f- before | (1- 2) |
| g- copybook | (1- 2- 3) |
| - Tuesday | (1- 2) |
| i- frequently | (1- 2- 3) |
| j- mechanic | (1- 2- 3) |

- 2- Transcribe each of the following words phonemically and mark the stressed syllable s .

e. g behind /bi'haind/

e. g behind /bi'haind

- | | |
|-----------------|------------------|
| a- except | g- remember |
| b- undergo | h- machine |
| c- hard-hearted | i- pronounce |
| d- fourteen | j- pronunciation |
| e- postman | k- necessary |
| f- schoolboy | l- expect |

- 3- Transcribe each of the following words twice : first as a verb , then as a noun. Mark the stressed syllable in each case .

- | | |
|------------|-------------|
| a- export | e- insult |
| b- object | f- result |
| c- present | g- report |
| d- conduct | h- increase |

4- Transcribe the following normal utterances phonemically and mark stressed syllables in each of them.

a- I think he wants us to take him there.

b- I saw her standing all alone.

c- He came late to the office.

d- Where did you put my book?

e- Did you have a good holiday?

f- Don't do that again.

C- Rhythm (1)

English has stress-timed rhythm . This means that stressed syllables tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not .

There is at least one stressed syllable in every word group in English. This stressed syllable sounds stronger and louder than the other unstressed syllables in the word group.

1- Stress Groups

A stressed syllable together with any unstressed syllables which may follow it form a stress group. Each stress group within a word group is given the same amount of time.

Examples:

a - what a pity .

/ˈwɒt ə ˈpɪti/

/ˈwɒt ə ˈpɪti/

stress group

stress group

b- Both of them came early .

/ˈbəʊθ əv ðəm ˈkeɪm ˈɜːli/

(1) O'Connor.J.D. : Better English Pronunciation C.U.P (1975) _ pp .121- 127

/ bouθ əv ðəm 'keim 'ə:li/

said with the same amount of time

2-Rhythm Units

A unit with a stressed syllable as its centre and any unstressed syllables which may come before it and after, is called a rhythm unite . The unstressed syllables before the stress are said very quickly; they are all very short .

Examples :

a- I think so .

/ ai 'θɪŋk sou /

said quickly said with the same amount of time

b- I can do it .

/ ai kən 'du: it /

said quickly said with the same amount of time

An utterance may have one, or more rhythm units. Study the following examples :

a- Thank you for the letter .

/'θaŋk ju fə ðə 'letə /

/'θaŋkjufəðə 'letə /

b- He started to talk to me .

/hi 'sta:tɪd tə 'to:k tə mi /

/hi'sta:tɪd tə 'to:ktəmi /

c- It's not the one I want .

/its 'not ðə 'wʌn ai 'wɒnt/

/its'not ðə 'wʌnai 'wɒnt/

d- I told him not to go away .

/ai 'tould im 'not tə 'gou ə'wei/

/ai'touldim 'nottə 'gouə 'wei /

e- He wrote the letter on Monday morning .

/hi 'rout ðə 'letər on 'mʌndi 'mo:niŋ/

/hi'rout ðə 'letəron 'mʌndi 'mo:niŋ/

EXERCISES

1-Divide the following sentences into rhythm units as in the examples given above .

a-Take it home

b-The children are in bed .

c- I couldn't see the house .

d- John's away on business.

e- He cut the bread with a sharp knife .

D- Juncture

Juncture is a term which refers to the relationship between one sound and the sounds that immediately precede and follow it .

Consider the following example :

/ ə greiteip /

This can be understood as :

1- a grey tape / ə 'grei 'teip/

2-a great ape / ə 'greit 'eip/ .

The problem lies in deciding what the relation is between /ei/ and /t/. This can be decided according to the position of the word boundaries. If the boundary occurs between /ei/ and /t/, the identity of the words grey and tape may be established by the full length of /ei/ in grey (in an open word-final syllable) and the aspiration of /t/ in tape. On the other hand, if the boundary occurs between /t/ and /ei/, great and ape may be established by the reduction (shortening) of the /ei/ in great (in a syllable closed by a voiceless consonant) and the unaspirated /t/.

The type of juncture (close or open) which occurs between /ei/ and /t/ in a grey tape / ə 'grei + 'teip/ is called "open" (before a pause), while between /ei/ and /t/ in a great ape / ə 'greit 'eip/ is called "close-juncture" (within a word).

The mark (+) indicates the open juncture while no mark is used to indicate the close juncture.

Study the following examples:

- | | |
|--------------------|--------------------------------|
| 1- / əneim / | a- a name / ə + 'neim / |
| | b- an aim / ən + 'eim / |
| 2- /aiskri:m/ | a- ice cream / 'ais + 'kri:m / |
| | b- I scream / ai + 'skri:m / |
| 3- /aikənsi:lit/ | |
| a- I can seal it . | /ai kən + 'si:l it/ |
| b- I conceal it . | /ai kən 'si:l it/ |

EXERCISES

1- The following can be said in two different ways to give two different meanings according to the place of the open juncture . Re-write each of them in ordinary spelling and then transcribe them phonemically indicating the place of the open juncture by using the mark ' + ' .

a- / ə't a k /

b- / ð a t s t a f /

c- / m a i t r e i n /

d- / m a l t ə : n /

e- / p l : s t o : k s /

f- / ə t o u n /

E- Strong and weak Forms of Function Words

The pronunciation of certain frequently used function words is weakened when they are unstressed . The weak forms consist of most of the important function (grammar) words in the English language . Correct pronunciation of these words is really important since they appear early in any graded syllabus . So they should be taught right from the beginning of any English course .

Function words include articles, auxiliary verbs, pronouns, possessives, some prepositions and some conjunctions. The strong forms of these words are used in certain positions, when they are stressed or said in isolation. Some of these words have more than one weak form, but only one strong form .

In many of these function words, the vowel sound is usually replaced by / ə / or / i / instead of that used when the words are said in isolation.

For example, the article the is pronounced / ð i : / when said in isolation. In connected speech it is usually / ð ə / before consonants and / ð i / before vowels. Thus we say: the man / ð ə ' m a n /, but the apple / ð i ' a p l /. The preposition at has the strong form / a t /, for example,

what are you looking at ?

/ ' w o t ə j u : ' l u k i ŋ a t /

And the weak form / ə t /, for example,

I'm looking at the picture .

/ a i m ' l u k i ŋ ə t ð ə ' p i k tʃ ə /

The function words are listed below with example illustrating their weak and strong forms.

1- Articles

Table 2

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowels	Final
a	ei	ə	ə			
an	an	ən	ən	ən		
the	ði:	ðə, ði	ðə, ði	ði		

"a" / ei / : weak form / ə /

e.g a desk / ə ' desk /

a table / ə ' teɪ b l /

b-"an" /an/ :weak form /ən/
e.g an orange /ən 'orindz/
an answer /ən 'a:nsə/

c- "the" /ði:/ :it has two weak forms:

1- /ði/ - before vowels:

e.g. the answer /ði 'a:nsə/

in the evening /in ði 'i:vnɪŋ/

2- /ðə/ - before consonants :

e.g . the picture /ðə 'pɪktʃə/

the book /ðə 'bʊk/

practise the following :

a-The picture is on the wall .

/ðə 'pɪktʃər ɪz ɒn ðə 'wɔ:l/

b-He bought an apple and an orange .

/hi 'bɔ:t ən 'apl ənd ən 'ɒrɪndʒ/

c-This is the only one I have .

/ðɪs ɪz ði 'əʊnli wʌn aɪ 'hæv/

d-That's a pen .

/ðəts ə 'pen/

e-It's a nice book.

/ɪts ə naɪs 'bʊk/

2- prepositions

Table 3

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowel	Final
at	at	ət	ət	ət		at
to:	tu:	tə	tə	tu		tu:
of	ɒv	əv	əv	əv		ɒv
for	fɔ:	fə	fə	fər		fɔ:
from	fɹɒm	fɹəm	fɹəm	fɹəm		fɹɒm
into	ɪntu:	ɪntə	ɪntə	ɪntu		ɪntu:

Notice that the strong form of a reposition is used when it occurs at the end of an utterance, i.e., in final position .

a- "at" /at/ : weak form /ət/

e. g. 1- She's at home .

/ʃi:z ət 'houm/

2- I'll see you at nine .

/aɪl 'si: ju: ət 'naine/

3- What are you looking at?

/'wɒt ə ju: 'lʊkɪŋət/ (final)

b- "to" /tu:/ : weak forms : /tə/ normal and before consonants ; /tu/ before vowels :

e.g. 1- It's ten to five .

/ɪts 'ten tə 'faɪv/

2- Leave it to me .

/li:v it tə 'mi:/

3-It's five to eight.

/its 'faiv tu 'eit/

4-Where's he going to ?

/'weəz I 'gouɪŋ tu: / (final)

c- "of" /ɒv/ : weak form /əv/

e.g. 1- It was good of you

/it wəz 'gud əv ju:/

2-It's made of wood .

/its 'meid əv 'wud/

3-What's it made of ?

/'wɒts it 'meid əv / (final)

d- "for" /fɔ:/ (/fɔ:r/ before vowels)

weak form /fə/ (/fər/ before vowels)

e.g. 1- He bought it for me .

/hi 'bo:t it fə mi/

2- It's for all of you .

/its fər 'ɔ:l əv ju:/

3- What's it used for ?

/'wɒts it 'ju:zd fɔ:/ (final)

e- "from" /frɒm/ :weak form /frəm/

e.g. 1- I'm from Iraq .

/aim frəm i'ra:k/

2- Where did she come from ?

/'weə did ʃi 'kʌm frɒm / (final)

f- "into" /'ɪntu:/ :weak forms : /ɪntə/ normal
and before consonants; /ɪntu/ before vowels:

e.g. 1- They got into the cinema.

/ðei 'got ɪntə ðə 'sɪnəmə /

2- I might get into a theatre .

/ai maɪt 'get ɪntu ə 'θiətə/

3- These shirts are easy to get into .

/ði:z 'ʃə:ts ər 'i:zi tə 'get intu:/ (final)

practice the following :

a- I have a lot of time .

/aɪ 'hæv ə 'lɒt əv 'taɪm/

b- Shall we go to school ?

/ʃəl wi 'gəʊ tə 'sku:l/

c-I'll expect him at four o'clock.

/aɪl ɪks'pekt ɪm ət fo:r ə'klɒk/

d-He jumped into the river .

/hi 'dʒʌmpɪntə ðə 'rɪvə/

e- He came from the office .

/hi 'keɪm frəm ðə 'ɒfɪs/

f- will you stay for a meal?

/wɪl ju 'steɪ fər ə 'mi:l/

g- It's for him .

/ɪts fə 'hɪm/

3- Conjunctions

Table 4

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowels	Final
and	ænd	ən		ənd		
but	bʌt	bət				
as	əz	əz				
than	ðən	ðən				
who	hu:	u	hu		hu	
that	ðæt	ðət				

a- "and" /and :weak forms: /ən/ normal ,
/ænd/ before vowels:

e.g. 1- bread and butter

/ˈbred ən 'bʌtə/

2- He ate an orange and an apple .

/hi 'et ən 'orɪndʒ ənd ən 'apl/

b- "but" /bʌt/ :weak form /bət/

e.g. I'm sorry , but I didn't 'see you .

/aim 'sɒri bət ai 'dɪdnt 'si: ju: /

c- "as" /əz/ : weak form /əz/

e.g. 1- It's as white as 'snow .

/ɪts əz 'waɪt əz 'snəʊ/

2- She looks as if she were ill .

/ʃi 'lʊks əz ɪf ʃi wə 'ɪl/

d- "than" /ðən/ : weak form /ðən/

e.g. He's taller than his brother .

/hi:z 'tɔ:lə ðən ɪz 'brʌ ðə/

e- "who" /hu:/:weak forms:/u/ normal, and

/hu/ after vowels

e.g. 1- This is the boy who broke it .

/ðɪs ɪz ðə 'bɔɪ hu 'brəʊk ɪt /

2-The man who has come in is a teacher.

/ðə 'mæn u hæz 'kʌm ɪn ɪz ə 'ti:tʃə/

f- "that" /ðæt/ : weak form /ðət/

e.g. He said that he would come .

/hi 'sed ðət i wəd 'kʌm/

Practise the following :

a- Come and see .

/'kʌm ən 'si:/

b- It's better than nothing .

/ɪts 'betə ðən 'nʌθɪŋ /

c- He said that he was reading a book .

/hi 'sed ðæt I wəz 'ri:diŋ ə buk /

d- Come back as soon as possible .

/'kʌm 'bæk əz 'su:n əz 'pɒsəbl/

e- I asked him to come , but he didn't .

/aɪ 'a:skt im tə 'kʌm bət i 'didnt/

4- pronouns

Table 5

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowels	Final
me	mi:	mi				mi:
we	wi:	wi				wi:
us	ʌs	əs				ʌs
he	hi:	I, hi				hi:
him	him	im	hi			him
she	ʃi:	ʃi				i:
her	hə:	ə , ə:	ʃi			hə:
you	ju:	ju				ju:
them	ðəm	ðəm		ər		ðəm

a- "me" /mi:/ : weak form /mi/

e.g. 1- He told me about it .

/hi 'təʊld mi ə'baʊt it/

2- It belongs to me .

/it bi 'lɒŋz tə mi: / (final)

b- "we" /wi:/ : weak form /wi/

e.g. We came late .

/wi 'keɪm 'leɪt/

c-"us" /ʌs/ :weak form /əs/; and /s/ in Let's
e.g. 1- Write us a letter.

/ˈraɪt əs ə ˈletə/

2- Let's go now .

/ˈlets ˈɡoʊ ˈnaʊ/

d-"he" /hi:/ :weak forms :/i/ normal, and
/hi/ initial

e.g. He said he would do it .

/hi ˈsed i wəd ˈdu: it/

e-"him" /him/ : weak form /im/

e.g. Leave him alone .

/li:v im ə'loun/

f-"she" /ʃi:/ :weak form /ʃi/

e.g. What did she read ?

/ˈwɒt did ʃi ˈri:d/

g-"her" /hə:/ :weak form /ə /; /ər/ before
vowels

e.g. 1- Ask her to come in .

/ˈɑ:sk ə tə ˈkʌm in/

2- I gave her eight books .

/aɪ ˈgeɪv ər ˈeɪt ˈbʊks/

3- Look at her .

/lʊk ət hə:/ (final)

h-"you" /ju:/ :weak form /ju/

e.g. What do you think ?

/ˈwɒt də ju ˈθɪŋk/

i-"them" / ðem/ : weak form /ðəm/

e.g. 1- I asked them to come in .

/aɪ ˈɑ:skt ðəm tə ˈkʌm in/

2- Do you like them ?

/ˈdu: ju: ˈlaɪk ðəm/

5- possessives

Table 6

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowels	Final
his	hɪz	ɪz	hɪz			hɪz
her	hə	ə, əː	hə	ər		həː
your	jɔː	jə		jər		

a- "his" /hɪz/ : weak form /ɪz/

e.g. 1- He's in his room .

/hiːz in ɪz 'ru:m/ .

2- This book is his .

/ ðɪs 'bʊk ɪz hɪz/ (final)

b- "her" /həː/ : weak forms : /ə / and /əː/

normal; /hə/ initial and /ər/, /hər/ before vowels

e.g. 1- It's her book .

/ɪts əː 'bʊk/

2- Her dress is new.

/hə 'dres ɪz 'njuː/

3- I took her umbrella .

/aɪ 'tʊk ər ʌm'brelə /

c- "your" /jɔː/ : weak form /jə /, /jər/ before vowels

e.g. 1- This is your book .

/ðɪs ɪz jə 'bʊk/

2- Your answer is right .

/jər 'ɑːnsər ɪz 'raɪt/

practise the following :

- a- He came with him .
/hi 'keim wið im/
- b- I want to see her again .
/ai 'wɒnt tə 'si: ər ə'gen/
- c- It's her dress .
/its ə: 'dres/
- d- I like them both .
/ai 'laik ðəm 'bəʊθ /
- e- They want us to stay .
/ðei 'wɒnt əs tə 'stei/
- f- When did you see him ?
/'wen did ju 'si: im/
- g- Is he your brother ?
/iz hi: jə 'brʌðə/
- h- What would you like ?
/'wɒt wəd ju 'laik/
- i- Give him his pen .
/'gɪv ðɪm ðə 'pen/
- j- I asked her to show me her book .
/ai 'ɑ:skt ə tə 'ʃəʊ mi ə:'bʊk/

6- Auxiliary verbs

Table 7

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowels	Final
be	bi:	bi				
been	bi:n	bin				
am	am	m	əm			
is	iz	z/s	iz			am
are	a:	ə		ər		iz
was	wɒz	wəz				a:
were	wə:	wə		wər	v	wɒz
have	hæv	əv	həv		d	wə:
has	hæs	z/s	həz			hæv
had	həd	əd	həd			hæs
do	du:	əp				həd
does	dəz	dəz		du		du:
shall	ʃəl	ʃl				dəz
should	ʃəd	ʃəd				ʃəl
will	wil	l	wil		l	ʃəd
would	wəd	əd	wəd		d	wil
can	kən	kən			kn	wəd
could	kəd	kəd				kən
must	mʌst	məs		mest		kəd
		məst				mʌst

a- "be" /bi:/ : weak form /bi/

e.g. I shall be a teacher .

/aɪ ʃl bi ə 'ti:tʃə/

b- "been" /bi:n/ : weak form /bin/

e.g. I've been to the cinema .

/aɪv bin tə ðə 'sinəmə/

c- "am" /əm/ : weak forms : / əm/ initial; /m/

in I'm /aim/

e.g. 1- I'm writing a letter .

/aim/ 'raɪtɪŋ ə 'letə/

2- Am I doing it well ?

/əm aɪ 'du:ɪŋ ɪt 'wel/

d- "is" /ɪz/ : weak forms : /s/ and /z/

e.g. 1- Jack's reading a book .

/'dʒaks 'ri:diŋ ə 'buk/

2- He's playing .

/hi:z 'pleɪɪŋ/

e- "are" /ɑ:/ : weak form / ə / normal; /ər/

before vowels

e.g. 1- They're playing football .

/ ðeɪə 'pleɪɪŋ 'fʊtbɔ:l/

2- We are eating bread and butter .

/wiər 'i:tiŋ . 'bred ən 'bʌtə/

f- "was" /wɒz/ : weak form /wəz/

e.g. She was writing a letter .

/ʃɪ wəz 'raɪtɪŋ ə 'letə/

g- "were" /wə:/ : weak form /wə/ normal; /wər/

before vowels

e.g. 1- They were going to school .

/ ðeɪ wə 'ɡoʊɪŋ tə 'sku:l/

2- They were answering the questions

/ ðeɪ wər 'ɑ:nsəriŋ ðə 'kwɛstʃnz/

Notes

1- Is, am, are, was and were, used as main verbs, have the same weak forms as when used as auxiliary verbs .

e.g. a- I'm ready . /aim 'redi/

b- He's a teacher . /hi:z ə 'ti:tʃə/

c- They are happy . /ðeiə 'hæpi/

2- when the verbs am, am, is , are, was, and were come at the end of sentences and when they are attached to n't, their strong forms are used .

e.g. a- Yes, they are .

 / 'jes ðei a: /

b- I don't know where she was .

 /ai 'daunt 'nou 'weə ʃi wɒz/

c- He wasn't absent.

 /hi 'wɒznt 'absənt/

h- "have" /hav/ : weak forms : /əv/ normal,

 /həv/ initial and /v/ after vowels,

e.g. 1- where have you been ?

 /'weər əv ju 'bi:n/

2- Have you seen him ?

 /'həv ju 'si:n im /

3- We've finished.

 /'wi:v 'fɪnɪʃt/

i- "has" /haz/ : weak forms : /s/, /z/ and /həz/
(initial)

e.g. 1- He's gone out .

 /'hi:z 'gɒn 'aʊt/

2- jack's arrived .

 /'dʒacks ə'raɪvd/

3- Has he finished his work ?

/həz hi 'fɪnɪʃt ɪz 'wɜ:k/

j- "had" /had/ : weak forms: /əd/ normal, /həd/
initial and /d/ after vowels

e.g. 1- I'd met him before .

/aɪd 'met ɪm bɪ'fɔ:/

2- Where had you seen him ?

/'weər əd ju 'si:n ɪm/

3- Had you written that letter ?

/həd ju 'rɪtɪn ðæt 'letə/

k- "do" /du:/ : weak forms : /də/ normal; /du/
before vowels

e.g. 1- Where do you live ?

/'weə də ju 'lɪv/

2- Where do all the cars stop ?

/'weə du 'ɔ:l ðə 'kɑ:z 'stɒp/

l- "does" /dʌz/ : weak form /dəz/

e.g. When does he arrive ?

/'wen dəz ɪ ə'raɪv/

m- "shall" /ʃəl/ : weak forms /ʃəl/ and /ʃl/

e.g. I shall be ready ?

/aɪ ʃəl bi 'redi/

n- "should" /ʃʊd/ : weak form /ʃəd/

e.g. What should I do with it ?

/'wɒt ʃəd aɪ 'du: wɪð ɪt/

o- "will" /wɪl/ : weak form /l/

e.g. He'll come back soon .

/hi:l 'kʌm 'bæk 'su:n/

p- "would" /wud/ : weak forms /wəd/ normal; /d/ after vowels

e.g. 1- My friend would like to go .

/mai 'frend wəd 'laik tə 'gou/

2- I'd like to see you .

/aɪd 'laɪk tə si: ju: /

q- "can" /kan/ : weak form /kən/

e.g. He can speak English .

/hi kən 'spi:k 'ɪŋglɪʃ/

r- "could" /kud/ : weak form /kəd/

e.g. You could try it .

/ju kəd 'traɪ ɪt/

s- "must" : /mʌst/ : weak forms : /məs/ and /məst/

e.g. We must leave in good time .

/wi məs 'li:v ɪn 'gud 'taɪm/

Note : When the auxiliary verbs come at the end of sentences and when they are attached

To n't , their strong forms are used .

e.g. 1- Yes, I can.

/'jes aɪ kan/

2- I think you must .

/aɪ 'θɪŋk ju mʌst/

3- He couldn't do it .

/hi 'kʊdn't 'du: ɪt/

4- She doesn't know.

/ʃi 'dʌznt 'nou/

practise the following :

- a- They can wait . /ðei kən 'weɪt/
- b- I think she has . /aɪ 'θɪŋk ʃi hæz/
- c- I should forget it . /aɪ ʃəd fə'get ɪt/
- d- The books are in there . /ðə 'bʊks ər ɪn 'ðeə/
- e- We shall need to hurry . /wi ʃl 'ni:d tə 'hʌri/
- f- What are you doing /'wɒt ə ju 'du:ɪŋ /
- g- It's been raining . /ɪts bɪn 'reɪnɪŋ/
- h- Am I hurting you ? /əm aɪ 'hɜ:tɪŋ ju: /
- i- There was no answer . /ðə wəz 'nəʊ 'ɑ:nsə/
- j- The girls have gone . /ðə 'gɜ:lz əv 'gɒn/
- k- What does he want ? /'wɒt dəz ɪ 'wɒnt/
- l- You can trust him? /ju kən 'trʌst ɪm/
- m- I must do it now . /aɪ məs 'du: ɪt 'naʊ/

7- Miscellaneous

Table 8

Word	Strong Form	Weak Forms				
		Normal	Initial	Before Vowels	After Vowels	Final
some	sʌm	səm		sm	sm	
there	ðeə	ðə		ðə r		
not	not	nt	not		nt	

a- "some" /sʌm/ :weak form /səm/

e.g. I'd like some tea .

/aɪd laɪk səm ti:/

b- "there" /ðeə/ : weak form /ðə/; /ðər/ before vowels

e.g. 1- There is a book on the table .

/ðər ɪz ə 'bʊk ɒn ðə 'teɪbl/

2- There is a man there .

/ðə ɪz ə 'mæn 'ðeə/

3- There is only one book left.

/ðər ɪz 'əʊnli 'wʌn 'bʊk left/

c- "not" /nɒt/ : weak form /nt/

e.g. 1- It isn't hot .

/ɪt 'ɪznt 'hɒt/

2- I can't do it .

/aɪ 'kɑ:nt 'du: ɪt/

EXERCISES

Transcribe the following sentences phonemically using weak forms where necessary .

- 1- they've got a boy and a girl.
- 2- The others are at the pictures .
- 3- The toys were for the children .
- 4- Give it to the dog .
- 5- Take one at a time .
- 6- I am waiting for the train .
- 7- How can I help him ?
- 8- I think it will be fine .
- 9- I'll try to be in time .
- 10- She isn't on the phone .
- 11- It's not the one he borrowed from you .
- 12- I'd like it with some milk .

- 13-Show him up to his room .
- 14-why has he gone away .
- 15-Don't talk to me .
- 16-I have heard of it .
- 17-It was a letter from her friend .
- 18-It was an excellent party .
- 19- He wanted me to listen to his song.
- 20-What have you done with the ink ?
- 21-There is a book on the table .
- 22-You can go.

F^oIntonation

Intonation can be defined as the movement of the voice, between high and low pitch. Pitch is the degree of rise and fall of the voice due to differing rates of vibration of the vocal cords. So we have high pitch and low pitch. Tone is the term used for the overall behavior of pitch of any stressed syllable; Tune refers to the tone of the last stressed syllable of a sentence or of an utterance.

Intonation depends on stress; changes in the stress pattern affect the intonation pattern. Changes in the tune occur only on the stressed syllable .

In English we can distinguish two main tunes :

1-The Falling Tune

This tune descends from a higher to a lower pitch .

2-The Rising Tune

This tune moves from a lower pitch to a higher one .There are other complex tunes. In this book we will use just one of them . That is the falling-rising tune . In this tune the pitch descends and then rises again .

The variation in pitch over a whole sentence or group of words is called an intonation pattern or intonation contour .

Intonation is closely connected with the grammatical structure of the sentence . Most statements, question-word questions and commands are said with a falling tune at the end, while yes / no questions are usually said with a rising tune at the end .

Intonation can show the attitude of the speaker.i.e.,whether he is angry, surprised, pleased, etc.Changes in tune enable the speaker to emphasize certain words in a sentence,in order to make certain contrasts .

Tunes of English Intonation

1- Falling Tune

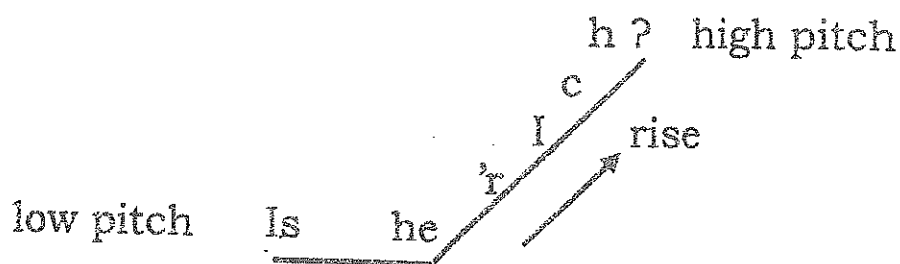
In this tune the pitch falls on the last Stressed syllable . For example ,

'Tom is 'reading a 'book .

This sentence can be said like this :

'Tom is
_____ 'reading a
_____ 'book.

The first syllable Tom is stressed, so the voice begins on a high pitch and gradually goes down.



This intonation pattern can be shown as follows :

Is he 'rich ?

If there are two or more stressed syllables in the sentence, still the rise takes place on the last stressed syllable . However, the stressed syllables preceding the final rise are said with a higher pitch than the initial unstressed syllables. For example,

Are there any 'boys in the 'room ?

Are there any 'boys in the 'room ?

Are there any 'boys in the 'room?

3- Falling- Rising Tune

In this tune the last fall is followed by a rise on the same syllable in one syllable words. For example,
Good 'night.

Good 'night. (falling tune)

Good 'n'ight. (falling- rising)

Notice the following example :

Good 'morning .

The fall occurs on the stressed syllable and the rise on the second syllable.

Uses of the Falling Tune

This tune is usually used with :

a- Statements :

1- 'Tom is a 'clever 'boy .

2- To 'day is 'Saturday .

3- He's a 'doctor .

4- He is 'reading a 'book .

5- He 'bought a 'bicycle 'yesterday .

b- Question-word Questions

1- 'What did you 'buy ?

I bought a 'book .

2- 'what's he 'studying 'now ?

He's studying 'English .

3- 'Where did he 'go ?

He went to the 'market .

c- Commands

1- 'open the 'door. 'Close the door.

2- 'Hands 'up. Hands 'down.

3- 'please 'show me a 'book.

4- 'show me a 'book, please.

5- 'Don't 'close the 'door.

d- Greetings

1- Good 'morning.

2- Good 'after'noon.

3- 'He'llo, Zeki.

4- Good-'bye.

e- Exclamations

Exclamations can be said in two different ways :

1- a- 'What a 'wonderful i'dea!

b- What a 'wonderful idea!

2- a- 'How 'marvellous!

b- How 'marvellous!

f- Tail - questions (Question - tags)

The falling tune with tail - questions imposes agreement.

1- It's raining , 'isn't it ? (forcing the answer "yes")

2- you aren't a 'doctor , 'are you ?

3- He didn't 'look 'ill , 'did he ? (forcing the answer " No ")

2- Uses of the Rising Tune

The rising tune is used with:

a - Yes / No Questions

1 - Is the 'book' on the 'table' ?

'Yes, it is. 'No, it 'isn't .

2- Did you 'come' yesterday ?

'Yes, I did . 'Yes, I 'did .

'No, I 'didn't .

3 - Are You' reading ?

'Yes, we are . 'Yes, we 'are .

'No, we 'aren't .

b - Tail - questions (Question - tags)

The rising tune is used with tail - questions when we do not want to force the other person to agree with us , but to give his own opinion .

1- It isn't 'cold, is it ?

'Yes, it is' . 'No, it isn't .

2- You're coming with us, aren't you ?

'yes, I am. 'No, I'm not .

c - Polite Requests

With polite requests the falling - rising tune is used.

1- 'Stand' up , sa'mir .

2- 'Come' here , Tom .

3- 'Close your' books , please .

Intonation and Attitude

Intonation may indicate the attitude of the speaker : whether he is polite , friendly , confident, reassuring, serious, cold, angry, surprised , etc.

Study the following examples:

1- sit 'down . (business - like command)

2- sit 'down . (pleasant , encouraging invitation)

3- Good ' - bye . (business - like)

4- Good ' - bye . (friendly)

5- ' stop 'talking . (angry command)

6 - 'stop' talking . (surprised)

7 - He's 'reading' ? (question)

8 - 'What's th'at' ? (polite inquiry)

9 - I 'won't' 'drive' too fast . (reassuring, soothing)

10 - 'Fine , thank's' . (real gratitude)

11 - 'Good luck' . (cheerful good wishes)

12 - 'wait' . (gentle command)

Practise the following :

1 - 'Suha is at' school . she is 'pl'aying' vollyball with
the 'others' . A 'girl' is 'running' after the 'ball' .

The others are 'loo'king at her.

2 - Sa'mir's 'mother' is 'washing' the 'fork's' ,
the 'pl'ates , the 'spoons' and the 'knives' .

Sa'mir's 'father' is 'teaching' Samir's 'sister' .

He is 'teaching' her 'English' . Samir's 'aunt'
is 'speaking' to Samir's 'uncle' .

3 - There are 'two' spoons . The 'small' spoon
is in the 'cup' , and the 'big' spoon is on the

table . There is a 'jug on the 'table . There is
some 'water in the 'jug . Sa'mir is 'pouring
the 'water into the 'glass.

EXERCISES

1- Copy the following in your note - book and then mark the intonation patterns of each of them .

a - Is this a 'table .

'No , it ' isn't a table . It's a ' book .

b' -What are You ' doing?

I'm ' looking at that ' nice 'picture .

C' - come ' here , Layla .

'show me a ' book.

'Give me the book.

'Take the book.

'put it on the ' table.

'Thank you ' . Sit ' down.

d - Are you ' twenty years ' old.

'No , I'm ' not twenty years old .

I' m twenty - ' two years old .

e' - Adil is a ' doctor ' , isn't he ?

f - He ' isn't a ' lawyer , ' is he ?

g' - Where did you ' go ' yesterday?

I went to the ci'nema yesterday .

h- Good ' after'noon . 'What ' time is it

- It's 'half past ' three .

- 'Thank you.

- 'Not at ' all

i - Is the teacher in the ' school?

'Yes, he ' is . He's 'in the ' school .

j' - What ' colour is your ' shirt?

It's, white .

- k - 1 - Good i'dea!
- 2 - Good i'dea!
- 3 - How ' terrible!
- 4 - How ' terrible!
- 5 - You're ' lying!
- 6 - What a ' lot of ' people!

2 - Mark the intonation patterns of each of the following dialogues.

- a - Good ' morning .
- Good ' morning .
- How ' are you .
- Fine , thank you . and ' you?
- b - 'He 'llo , my ' name is Na'bil . ' what's' yours ?
- 'Zeki.
- 'Where do you ' live , zeki?
- In Bagh'dad .
- Is it a ' nice ' place?
- Yes , it's ' very nice .
- c - 'What did you ' have ' last ' week?
- We had a ' good ' party .
- was Fa'rouk ' there ?
- No , he' wasn't there .
- Why ' wasn't he ' there ?
- Because he was ' sick . .
- d - 'What are you going to' study?
- I'm going to study ' medicine .
- Do you ' want to be a' doctor?
- Yes , I ' do.

3- Indicate the attitude of the following utterances according to the intonation patterns shown on each of them.

a- 'Do take one . ()

b - Good 'morning , Suha . ()

c - 'Wai t a minute . ()

d- 'Here you are . ()

e- Good 'morning . ()

f- Good 'morning ()

4 - Draw intonation contours on each of the following utterances to indicate the attitude given in brackets .

a - I 'won't be 'too late . (soothing)

b - He's 'sick ? (question)

c- 'Fine, thanks . (business - like)

d- 'Fine, thanks . (real gratitude)

e- 'He'llo , Mary . (friendly)

f- ' Do sit down . (pressing request)

5- Copy the following paragraphs in your note - book and then draw suitable intonation contours on the sentences contained in each paragraph to show how they can be read properly .

a - Sa' mir is ' going to ' school . There is a ' little 'money in his ' pocket. There are ' two ' coins. There's a 'lot of ' money on the ' table .

Samir : Is 'this my 'money?

Samir's father : 'yes , it is 'yours .

Samir : 'Is it ? 'So I'm 'rich.

b - Mr. ' brown has a 'piece of ' paper in his hand . There is an envelop on his ' desk . He is going to ' put the ' piece of ' paper in the ' envelope : He is 'going to ' put a ' stamp on the envelope

c - This is Sa'mir . He has a ' nose and a ' mouth. He has a ' right ' eye and a 'left eye. He has a ' right ' ear and a ' left ear. Sa'mir's 'left 'arm is ' up and his ' right ' arm is ' down . Samir's 'right hand and ' right arm are ' dowe . His ' left hand and his ' left arm are ' up .

d - The 'ants and the 'Piese of 'bread Yesterday Sa'mir ' left ' school . He was 'very 'happy . It was a 'nice 'day on the 'road Sa'mir 'saw ' something 'black.It was 'something' moving . " 'What's ' this " 'Sa'mir said . He ' lookd at it and 'saw a ' piece of ' bread . There were 'many' black 'ants on the 'bread . 'Other ants ' ran to ' help their ' friends . They 'helped ' each ' other . The , ants ' pulled the ' bread to their ' home.

Glossary

A

abbreviated / ə'brɪ:vɪeɪtɪd/	مختصر
access / 'aksɛs /	وصول ، دخول
acquaint / ə' kweɪnt /	يطلع على
adjacent / ədʒeɪsnt /	مجاور ، قريب من
affricate / 'afrikit /	صوت شبه انفجاري (يبدأ بصوت انفجاري وينتهي بصوت احتكاكي) لثوي
alveolar / al'vɪələ /	حافة لثوية
alveolar ridge / al'vɪələ'ridʒ /	منبج
announcer / ə'naʊnsə /	يقترّب من
approach / ə'prəʊtʃ /	متعلق بالنطق ، نطقي
articulatory / a:'tɪkjʊlətri/	انطلاق النفس (عند لفظ الصوت الانفجاري)
aspiration / aspə'reɪʃn /	بخصوص
as regards / əz ri'gɑ:dʒ /	اندماج او تشابه صوتين او اكثر بسبب قرب موقعهما في النطق ، مماثلة
assimilation/ əsɪmi'leɪʃn /	له علاقة بـ
associated with / ə'souʃɪeɪtɪd wɪð/	موقف ، حالة
attitude / 'atɪtju:d /	مسموع
audible / 'o:dəbl /	

B

bands / bændz/	اربطة
bilabial/bai'leɪbjəl/	صوت ساكن ينطق بالشفيتين ، شفوي
blocked /blɒkt/	مغلق
boundaries / 'baʊndrɪz/	حدود
bundle / 'bʌndl/	حزمة

C

cardinal vowels /'ka:dinl 'vaulz/

الحركات الأساسية
مصنفة

categorized /'katigəraizd/

مميزة ،متصفة

characterized /'kariktəraizd/

اللغة العربية الفصحى

classical Arabic /'klasikl 'arəbik/

اندماج

coalescence /kouə'lesns/

نهاية مقطع

coda /'koudə/

دارج

colloquial /kə'loukwial/

اتحاد ، ضم

combination /kombi'neifn/

غلق تام

complete closure /kəm'pli:t 'klouʒ ə/

سواكن متتالية، عنقودسواكن

consonant cluster /'konsənənt

'klʌstə/

اصوات ساكنة، احرف صحيحة

consonants /'konsənənts/

ثابت ، لايتغير

constant /'konstənt/

يكون

constitute /'konstitju:t/

تضييق

constriction /kəns'triksn/

مقارنة ،تباين

contrast /'kontra:st/

مميز ،يتضمنابدهااختلافا

contrastive /kən'tra:stiv/

بالمعنى

correspond to /kəris'pond tu:/

يساوي، يشابه

criteria /krai'tiəriə/

معايير

criterion /krai 'tiəriən/

معيار

curved shape /'kə:vd 'ʃeip/

شكل منحنى

D

dark /l/ 'da:k 'el/

اللام المفخمة

dental /'dentl/

اسناني

device /di'vais/

اختراع ،وسيلة

diagram /'daiəgram

مخطط

dialects /'daiə lekts/

لهجات

diphthong /'difθoŋ /

حركة مركبة

distinction /di'stɪŋksn/
distinctive sound features
/dis'tɪŋktɪv 'saund 'fi:tʃəz/
due to /'dju: tu: /

تميز
صفات صوتية ذات خصائص مميزة

بسبب

E

elastic tissue /'læstɪk 'tɪʃu: /
elision /i'liʒn/
epiglottis /epɪ'glɒtɪs/
explosion /ɪks'pləʊʒn/
extending /'ɪks'tendɪŋ/

نسيج مرر
حذف حركة او ساكن
لسان المزمار
انفجار
تتد

F

factors /'fæktəz/
falling-rising tune /'fɔ:lɪŋ'reɪzɪŋ
'tju:n/
falling tune /'fɔ:lɪŋ 'tju:n/
flat /flæt/
food passage /'fu:d 'pæsɪdʒ/
frequency of occurrence /'frɪkwənsi
əv ə'kʌrəns/
fricative /'frɪkətɪv/
friction /'frɪkʃn/
functions /'fʌŋkʃnz/

عوامل
تنظيم تنخفض فيه الصوت نغمة
الصوت وترتفع بعدها، هابط-صاعد
نغمة هابط
مسطح، منبسط
المريء
تكرار حدوث او وقوع

احتكاكي

احتكاك

وظائف

G

glide /glɑɪd/
glottal /'glɒtəl /
glottis /'glɒtɪs/

صوت شبيه بالحركة
حنجري ، مزماري
فتحة الحنجرة ، زردمة مزمار

H
hard palate /'ha:d 'palit/ سقف الفم ، الحنك الصلب

I
indentical /ai'dentikl/ متماثلة ، متشابه
indispensable /indis'pensəbl/ ضروري ، لاغنى عنه
influence (v.) /'influəns/ يؤثر في
inter-dental /intə'dentl/ يلفظ بين الأسنان
intervals /'intəvəlz/ فترات
intonation /intou'neifn/ تنغيم

intonation contour /intou'neifn
'kontuə/ خط يمثل التنغيم في الجملة
intrusive /r/ /in'tru:siv 'a:/ الراء المقحمة
intrusive vowels /in'tru:siv 'vaulz/ حركات مقحمة
isolation /aisou'lefn/ عزل

J
juncture /'dʒʌŋkjə/ الوصلة، الربط بين الكلمات

L
labio-dental /'leibiou 'dentl/ شفوي اسناني
larynx /'lariŋks/ حنجرة
lateral /'latrəl/ جانبي
light /l/ /'lait'el/ اللام المخففة
linking /'liŋkiŋ/ ربط
lungs /lʌŋz/ الرئتين

M
manner of articulation /'manər əv
a:tikj'uleifn/ طريقة النطق
arginals /'ma:dʒ inlz / اصوات لامقطعية

merging /'mæ:dʒɪŋ/ اندماج صوتين بصوت واحد
modification /ˌmɒdɪfɪ'keɪʃn/ تحويل ، تعديل

N

nasal /'neɪzəl/ انفي

nasal cavity /'neɪzəl 'kævɪti/ تجويف الانف

neighbouring /'neɪbərɪŋ/ مجاور

nucleus /'nju:kliəs/ نواة مقطوع (الحركة الصوتية عادة)

O

obstruction /əb'strʌkʃn/ عائق ، حاجز

omission / ə'mɪʃn/ حذف

onset /'ɒnsɛt/ الجزء الأول من المقطع

optimal /'ɒptɪməl/ أقصى

oral cavity /'ɔ:rl 'kævɪti/ تجويف الفم

P

palatal /'pælətəl/ شجري

palato-alveolar /'pælətou əl'vɪələ/ شجري-لثوي

partial closure /'pɑ:ʃl 'klouzə/ غلق جزئي

performance /pə'fɔ:məns/ الأداء اللغوي

pharynx /'færɪŋks/ الحلق

phoneme /'fəʊni:m/ وحدة صوتية او مجموعة اصوات تشكل

phonetician /fəʊni'tɪʃn/ وحدة صوتية متميزة

pitch /pɪtʃ/ شخص مختص بسلم الأصوات

placement /'pleɪsmənt/ طبقة الصوت

plosive /'pləʊsɪv/ وضع ، مكانن

point of articulation /'pɔɪnt əv انفجاري

a:tɪkju'leɪʃn/ مخرج الصوت

post-alveolar /'pəʊst əl'vɪələ/ لثوي متأخر

precede / pri'si:dl/ تسبق ، تتقدم

previal /pri'veɪl/ ساد ، تغلب

primary stress /'praɪməri 'stres/	نبرة رئيسية
process /'prəʊses/	عملية
prominence /'prɒmɪnəns/	بروز
pure vowels /'pjʊə 'vaʊlz/	حركات صوتية بسيطة ، حركات خالصة

Q

quality /'kwɒləti/	توعية الصوت
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R

reduction /ri'dʌkʃn/	اختصار ، تصغير
relatively /'relatɪvli/	نسبياً
released /ri'li:st/	تطلق
replace /ri'pleɪs/	يستبدل ، يحل محل
resemble /ri;zembl/	يشابه ، يماثل
resonance /'reznəns/	رنين
respiratory tract /ris'parətri 'trakt/	الجهاز التنفسي
rhythm /;rɪðəm/	إيقاع
rising tune /'raɪzɪŋ 'tju:n/	نغمة صاعدة

S

secondary stress /'sekndri 'stres/	نبرة من الدرجة الثانية
segment /'segmənt/	صوت (ساكن أو حركة صوتية) جزئية صوتية
segmental phoneme /seg'mentl 'fəʊni:m/	فونيم (صوت ساكن أو حركة)
semi-vowel /'semi vaʊl/	شبه حركة
sentence stress /'sentəns stres/	نبرة على الكلمات وليس المقاطع في الجملة
shut off /'ʃʌt of/	تغلق
situated in /'sɪtʃueɪtɪd in/	تقع في
soft palate /'soft 'pælɪt/	لهاء
speech organs /'spi:tʃ ɔ:gənz /	اعضاء النطق

spirant /'spaiərənt/

احتكاكي

stop /stop/

(ساكن) مقطوع او وقفي

stress /stres/

نبرة

stress group /'stres group/

مجموعة من المقاطع فيها نبرة

رئيسية واحدة

suffix /'sʌfiks/

لاحقة

suprasegmental/su:prəseg'menti/

متعلق بالتنقيط والوقف والنبر،

صفة صوتية فوقية ، فوق

جزئية

syllabic/si'labik/

مقطعي

syllable/'siləbl/

مقطع

symbol/'simbl/

رمز

T

tone /toun/

نغمة

trapped /trapt /

يحبس

tune /tju:n/

لحن ، نغمة

U

unified system/'ju:kifaɪd 'sɪstɪm/

نظام موحد

universal system/ ju:ni'və:sl 'sɪstɪm/

نظام عالمي

uvula/'ju:vjʊlə/

نهاية اللهاة

V

variable/'veəriəbl/

متغير

variant/'veəriənt/

شكل مغاير

variation/veəri'eɪʃn/

تنوع

vear /'vi:lə/

لهوي

velum /'vi:ləm/
vibrate /vai'breit/
vibration /vaib'reifn/
vocal cords /'voukl 'ko:dz/

لهاء ، منك رخو

يهتز

اهتزاز

الأوتار الصوتية ، الحبال الصوتية

vocal tract /'voukl 'trakt/

اعضاء الكلام و مجرى النفس عند لفظ صوت

voiced sounds /voist'saundz/

اصوات مجهورة

voiceless
sounds /'voislis'saundz/

اصوات مهموسة (لا يصاحبها اهتزاز
الأوتار الصوتية)

vowel-like /'vaul laik/

شبيهة بالحركة

vowels /vaulz/

حركات

W

windpipe /'windpaip /

القصبة الهوائية

word stress /'wə:d 'stres/

النبرة الواقعة على مقاطع الكلمة

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كتاب
تلفظ اللغة النكليزية
لطلبة معاهد
المعلمين و معاهد اعداد المعلمين

زكي مجيد حسن
محمود محمد الشايب

قم ايداع في المكتبة الوطنية ببغداد (٣٥٩) لسنة ١٩٨٨

طبعة ١٤٢٤ هـ / ٢٠٠٣ م

الزاهر للطباعة