THIS COMPILED COURSEBOOK IS PREPARED AND USED FOR TEACHING AND EDUCATIONAL PURPOSES ONLY

Faculty of Arts

2ND YEAR Arts

English Dept.

English Phonetics II

AY 2023-2024

English Phonetics II

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ENGLISH PHONETICS II

(A COMPILED COURSE-BOOK FOR TEACHING AND EDUCATIONAL PURPOSES ONLY)

2ND YEAR Arts

Compiled by Dr. Heba Abdelraheim Alkady

A Y (2023-2024)

English Phonetics II

International Phonetic Alphabet (IPA)

Contains symbols to represent all sounds from all languages 1-to-1 correspondence between sounds and symbols Includes diacritics to indicate tone, stress, etc. Many symbols from or based on Latin and Greek alphabets Not the only phonetic alphabet in use.

Type of Sound	Sound	Example 1	Example 2
plosive (complete block of air followed by explosion)	p	**p**in	ca**p**
	b	**b**ag	ro**b**e
	t	**t**ime	la**t**e
	d	**d**oor	fee**d**
	k	**c**ash	so**ck**
	g	**g**irl	fla**g**
	ʔ	-	foo**t**ball

fricative (constant flow of air "squeezed" through a block, sounds like friction)	f	**f**ull	kni**f**e
	v	**v**est	ca**v**e
	θ	**th**ink	ear**th**
	ð	**th**ose	ba**th**e
	s	**s**ight	ki**ss**
	z	**z**oo	no**s**e
	ʃ	**sh**irt	cra**sh**
	ʒ	-	plea**s**ure
	h	**h**igh	-

affricate (plosive followed by fricative)	tʃ	**ch**ose	ca**tch**
	dʒ	**j**oy	sta**g**e
nasal (air is released through the nose)	m	**m**ood	ca**lm**
	n	**n**ow	tur**n**
	ŋ	-	ba**ng**
approximant (vowel-like consonant, no full block of air occurs)	w	**w**all	-
	j	**y**ellow	-
	r	**r**oom	-
	l / ɬ	**l**aw	pi**ll**

Vowels

A neutral English accent has 19 vowel sounds.

Type of Sound	Sound	Spellings	Examples
short (single mouth position)	ə	a, e, o, u	**a**live, th**e**, t**o**day, s**u**pply
	ɪ	i	th**i**n, s**i**t, r**i**ch
	ʊ	u, oo, ou	p**u**t, l**oo**k, sh**ou**ld
	e	e, ea, ie	w**e**nt, br**ea**d, fr**ie**nd
	ʌ	u, o	f**u**n, l**o**ve, m**o**ney
	æ	a	c**a**t, h**a**nd, f**a**n
	ɒ	o, a	r**o**b, t**o**p, w**a**tch

long (single mouth position)	iː	ee, ea	need, beat, team
	uː	ew, oo, o_e	few, boot, lose
	ɜː	ir, ur, wor	third, turn, worse
	ɔː	al, aw, or, our, oor	talk, law, port
	ɑː	a, al, ar	glass, half, car

diphthong (double mouth position)	eɪ	ay, ea, ae, ai	**pay**, gr**ea**t, m**ai**d
	ɔɪ	oi, oy	n**oi**se, t**oy**, ch**oi**ce
	aɪ	ie, i_e, i, y	f**i**n**e**, l**i**k**e**, m**i**ght
	əʊ	o, o_e, oa	n**o**, st**o**n**e**, r**oa**d
	aʊ	ou, ow	r**ou**nd, h**ow**, br**ow**n
	ɪə	eer, ear	b**eer**, h**ear**, st**eer**
	eə	are, ere, ea, ai	c**are**, th**ere**, b**ear**

Schwa

Word	IPA Transcription
around	ˈmænə
manner	ˈseɪlə
sailor	ˈkæktəs
cactus	əˈraʊnd

The schwa sound /əə/ can be spelt as < a >, < e >, < o > and < u >.

The schwa is the most common vowel sound in English.

The schwa is weak - it can never be stressed.

The production of the schwa is neutral: lips, jaw and tongue are relaxed

Consonants

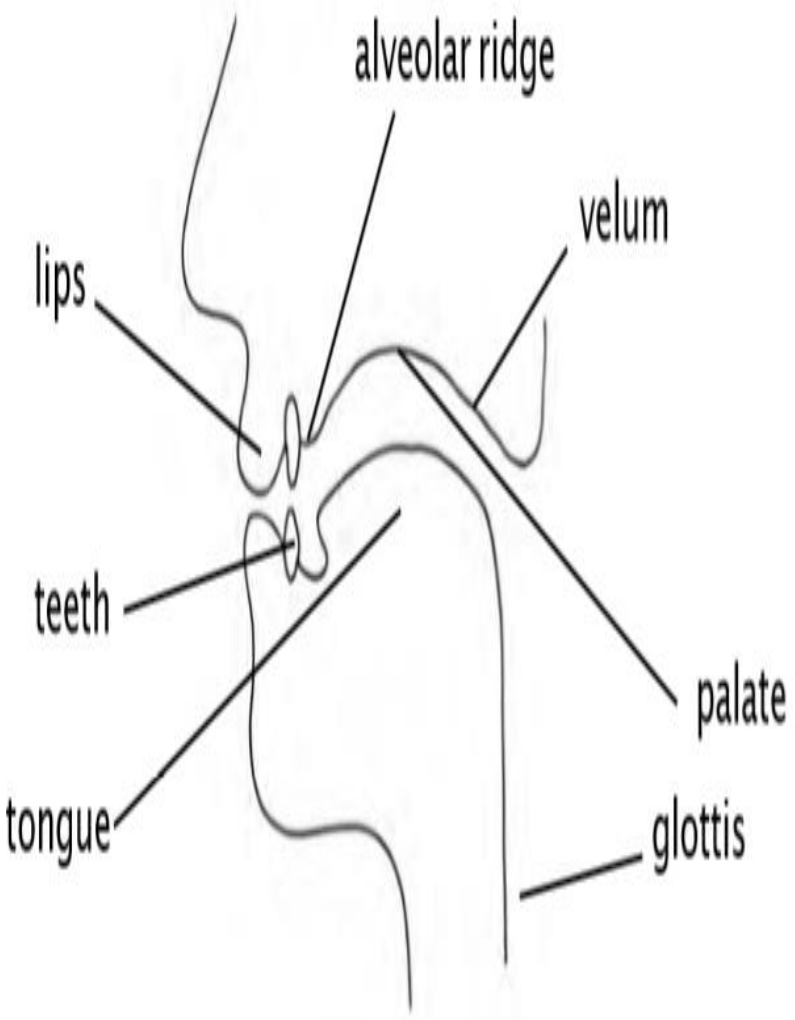
Consonant sounds are produced by blocking air as it leaves the mouth.

This course shows you how to pronounce all 25 consonant sounds of English.

Type of Sound	Sound	Example 1	Example 2
plosive (complete block of air followed by explosion)	p	**p**in	ca**p**
	b	**b**ag	ro**b**e
	t	**t**ime	la**t**e
	d	**d**oor	fee**d**
	k	**c**ash	so**ck**
	g	**g**irl	fla**g**
	ʔ	-	foo**t**ball
fricative (constant flow of air "squeezed" through a block, sounds like friction)	f	**f**ull	kni**f**e
	v	**v**est	ca**v**e
	θ	**th**ink	ear**th**
	ð	**th**ose	ba**th**e
	s	**s**ight	ki**ss**
	z	**z**oo	no**s**e
	ʃ	**sh**irt	cra**sh**
	ʒ	-	plea**s**ure
	h	**h**igh	-
affricate (plosive followed by fricative)	tʃ	**ch**ose	ca**tch**
	dʒ	**j**oy	sta**g**e
nasal (air is released through the nose)	m	**m**ood	cal**m**
	n	**n**ow	tur**n**
	ŋ	-	ba**ng**
approximant (vowel-like consonant, no full block of air occurs)	w	**w**all	-
	j	**y**ellow	-
	r	**r**oom	-
	l / ɬ	**l**aw	pi**ll**

Consonants Articulation

- We use the articulators: **tongue**, **lips** & **teeth**, to block air.
- The **places** where we block air in English are shown below.



Vowels

A neutral English accent has 19 vowel sounds. There are 3 types of English vowel sound - short, long and diphthong. English spelling does not always show us which sound to pronounce. We will learn how to pronounce each individual vowel sound on this course

Type of Sound	Sound	Spellings	Examples
short (single mouth position)	ə	a, e, o, u	**a**live, th**e**, t**o**day, s**u**pply
	ɪ	i	th**i**n, s**i**t, r**i**ch
	ʊ	u, oo, ou	p**u**t, l**oo**k, sh**ou**ld
	e	e, ea, ie	w**e**nt, br**ea**d, fr**ie**nd
	ʌ	u, o	f**u**n, l**o**ve, m**o**ney
	æ	a	c**a**t, h**a**nd, f**a**n
	ɒ	o, a	r**o**b, t**o**p, w**a**tch
long (single mouth position)	iː	ee, ea	n**ee**d, b**ea**t, t**ea**m
	uː	ew, oo, o_e	f**ew**, b**oo**t, l**o**se
	ɜː	ir, ur, wor	th**ir**d, t**ur**n, w**or**se
	ɔː	al, aw, or, our, oor	t**al**k, l**aw**, p**or**t
	ɑː	a, al, ar	gl**a**ss, h**al**f, c**ar**

diphthong (double mouth position)	eɪ	ay, ea, ae, ai	**pay**, gr**ea**t, m**ai**d
	ɔɪ	oi, oy	n**oi**se, t**oy**, ch**oi**ce
	aɪ	ie, i_e, i, y	f**i**n**e**, l**i**k**e**, m**i**ght
	əʊ	o, o_e, oa	n**o**, st**o**n**e**, r**oa**d
	aʊ	ou, ow	r**ou**nd, h**ow**, br**ow**n
	ɪə	eer, ear	b**eer**, h**ear**, st**eer**
	eə	are, ere, ea, ai	c**are**, th**ere**, b**ear**

.

International phonetic alphabet symbols

Vowels

/ɪ/ pin, English, business

/e/ bed, head, bury, exit

/æ/ cat, bag, apple, black

/ə/ the, a, woman, banana

/ʊ/ look, put, could, cushion

/ɒ/ clock, what, because

/ʌ/ cut, come, mother

/ɜː/ girl, burn, word, he

/ɑː/ car, art, heart, half

/ɔː/ or, board, door, small

/ɪː/ sea, bee, people, receive

/uː/ too, blue, fruit, fool

Dipthongs

/eɪ/ take, pay, wait, ballet

/ɑɪ/ five, sigh, height, buy

/ɔɪ/ noise, boy, lawyer

/əʊ/ no, road, sew, broken

/ɑʊ/ round, renown, doubt

/ɪə/ here, deer, dear, fierce

/eə/ care, air, mayor, prayer

/ʊə/ poor, insure, tour, moor

	Position		
Example	**tongue**	**lips**	**jaw**
i: (keep)	front 	spread 	close 
ɜ: (bird)	centre 	relaxed 	mid 
ɒ (watch)	back 	rounded 	open 

Consonants

/p/ play, stop, speak, power

/b/ bad, baby, big, object

/t/ ten, later, little, pot

/d/ day, advice, bed

/k/ character, quick, taxi

/g/ got, exam, ignore, finger

/f/ food, laugh, telephone

/v/ vain, over, Stephen

/θ/ thin, earth, method, both

/ð/ they, father, breathe, with

/s/ small, since, scene, psalm

/z/ zoo, goes, xenophobe

/ʃ/ shell, nation, machine

/ʒ/ genre, measure, vision

/h/ hot, hair, whole, whose

/m/ moon, lamp, lamb

/n/ can, snow, pneumonia

/ŋ/ string, singer, tongue

/tʃ/ chair, match, future

/dʒ/ just, general, age, soldier

/l/ look, small, bottle, isle

/r/ real, train, wrong, write

/j/ yes, Europe, university

/w/ window, twin, quick, why

Br vs Am

For instance, many books have documented the major differences between British English and American English at different levels of the language system. Some of these differences are highlighted below:

1. Phonological Differences:

	RP	**General American**
Last	/ la : st/	/ læst /
Dance	/ da: ns /	/ dæns /
Direct	/ dairekt /	/ direkt /

2. Vocabulary (lexical differences):

British	**American**
Biscuit	Candy
Freeway	Highway
Bonnet	Hood
Jelly	Jam
Petrol	Gas

3. Morphological Differences:

British	**American**
Sneak / sneaked	sneak / snuck
Dive / dived	Dive / dove

4. Graphology (Spelling):

British	**American**
Programme	Program

Connected speech

Assimilation

ASSIMILATION is an everyday occurrence in every human language, and it is particularly common for nasal sounds (McMahon, 2002, p. 4). Thus, sounds in the environment of other sounds, across morpheme and word boundaries tend to undergo various phonological changes referred toas phonological processes (Ofulue et al, 2010, p. 49). Making a sound more like another in the same or next word in continuous utterance is called assimilation (Oxford Dictionary, 2008). Assimilation usually occurs because two sounds share common features in place or manner. Thus, assimilation of consonants occurs when a consonant takes on features of another one. For instance, the sound /n/ becomes /m/ in certain environments; this is going to be discussed in detail later. It is, however, believed that assimilation varies in extent according to speaking rate and style; itis more likely to be found in rapid, casual speech and less likely in slow, careful speech (Roach,1998, p.124). Moreover, it occurs either across word

boundaries or within a word. If it occurs within a word, the resultant pronunciation is the only possible standard, as in pens /penz/(Burleigh, 2011, p.89). However, this paper is going to discuss the manners, types, forms and the importance of assimilation. II. MANNER OF ASSIMILATION After generally introducing the term assimilation, it is time to see how many manners of assimilation there are. Assimilation is of many manners. It includes progressive, regressive and coalescent assimilation (Gimson 2001, p.281), cited in (Jolayemi, 2010, p.100). 2.1. Progressive Assimilation The first manner of assimilation is called progressive. Progressive assimilation is also known as Preservative assimilation. The assimilation is said to be preservative “when the features of a phoneme are modified by thefeatures of the phoneme immediately before it” (Forel & Puskás,2005, p.50). In other words, the conditioned sound is preceded by the assimilated sound. Such as simulation is dealt with from left to right.

Examples of preservative assimilation of voicelessness from English (RP) can be seen in the following pronunciations of is and has (Laver,

1994, p.383): In the word level, progressive assimilation can occur, as well. For instance, for the plural –sending, the voiced /g/ of bags conditions the voiced form of the –s ending, causing it to be pronounced /z/ (CelceMurcia et al, 1996, p.160) 2.2. Regressive Assimilation The second manner of assimilation is regressive. Regressive assimilation is the opposite of progressive and can be called anticipatory. It can be defined as “the change in phoneme characteristics due to influence of a sound occurring later in the word.” (Garn-Nunn & Lynn, 2004, p.111). Therefore, regressive assimilation occurs when the features of a phoneme are modified by those of the phoneme immediately following it (Forel & Puskás, 2005, p.50). To illustrate, the sound /n/ becomes /ŋ/ under the influence of the voiceless velar plosive /k/. This occurs in words such as tank/tæŋk/,think/Ɵɪŋk/, bank /bæŋk/. These words show the changes from/n/ to /ŋ/ because of the anticipatory articulation of /k/, which indeed, precedes /n/ (Jolayemi, 2010, p.101). To examine more examples, see Appendix A. 2.3. Coalescent Assimilation The third type of assimilation is the coalescent assimilation which occurs when there

is a fusion. This process causes a sound to change by merging two contiguous phonemes into another phoneme different from the two coalesced sounds. In English coalescence occurs when a morpheme final alveolar plosive or fricative /t, d/ or /s, z/ is followed by [j], a palato – alveolar 3 fricative results, mostly when the segment is followed by the suffix“-ion”(Eka et al. 2010, p.66). A typical example is televise + ion. In the interaction between /s/ and /ɪ/, that occurs while turning the verb to the noun form, results in /ʒ/, which gives /tɛlɪvɪʒn/ (Jolayemi, 2010, p.101). See Appendix B for more examples. III. FORMS OF ASSIMILATION Although assimilation can be progressive, regressive or coalescent, it has two forms: full assimilation and partial assimilation (Ofulue et al, 2010). When the sound totally adopts another sound, it is called full or complete assimilation. When the sound partially adopts the properties of other sounds, it is called partial or contact assimilation. 3.1. Full Assimilation Full assimilation is also known as complete assimilation. As mentioned previously, a sound may change and become like another. This conversion might be partial or complete. What is meant by complete assimilation is that a sound is

totally affected by a neighboring sound in which both sounds become one, or become identical. For example, the phrase / ðæt pleɪs/ becomes / ðæp pleɪs/ (Ladefoged, 2006). It is clear that the /t/ sound is totally, or completely, assimilated to the /p/ sound and becomes identical to the one in the next word.

Partial Assimilation

ɑssimilationofsoundsdoesn‟talwaysoccurcompletely.Sometimes,sound spartially assimilate with the surrounding sounds that the influenced sound acquires some properties from other sounds. In other words, partial assimilation involves just one feature of a segment (Ofulue et al., 2010, p.50). It is noticed by A.Ali (2012, pp. 151-152)that“most assimilations are partial assimilations in which the assimilated sound becomes only more similar, but not identical, to the influencing sound. Partial assimilation can also refer to another assimilation which is called contact assimilation in which the two sounds involved are directly adjacent. For example, the phrase 'ten pikes' is pronounced as

/tembaiks/ instead of /ten baiks/ in colloquial speech. Here, the alveolar sound /n/ changes to /m/ which is a bilabial sound under the influence of/b/ which is also a bilabialsound.

TYPES OF ASSIMILATION

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.1. Assimilation of Place First, when a sound changes its place of articulation to another place, it is called assimilation of place. This change of place depends on the place of articulation of the neighboring sounds. Assimilation of place is of three types: alveolar stops, alveolar fricatives and alveolar syllabic nasals (Lecumberri & Maidment 2000, p.55). Let‟s discuss the main details.

1.1. Alveolar Stops Assimilation Assimilation of this kind is a regressive assimilation (Roach, 1998). Hence, /t/, /d/ and /n/ tend to change their place of articulation to a position nearer to that of the following sound. In other words, alveolar stops /t, d, n/ may become bilabial if followed by bilabial consonants /p, b, m/, or they may become velar stops /k, g/ if they are followed by velars /k, g/. Though they assimilate, they don‟t change the irvoicing (Lecumberri & Maidment 2000). The following table shows how alveolar sounds become bilabials and velar stops.

Alveolar Fricatives Assimilation

The alveolar stop /s/ may become post alveolar fricative / ʃ/ as in this shoe (ðɪs ʃuː□ðɪʃ ʃuː)and /z/ may become /ʒ/ if followed by the palatal approximant /j/ as in those years (ðəʊz jɪəz□ ðəʊʒ jɪəz) (Roach, 1998, p.125; Lecumberri & Maidment, 2000).

1.3. Alveolar Syllabic Nasal Assimilation

Assimilation of this kind is a progressive assimilation. Thus, /n/ could become bilabial /m/ when preceded by a bilabial or could become velar /ŋ/ if preceded by a velar plosive in the same word and followed by a consonant in the same or next word or by a pause (Lecumberri & Maidment 2000, p.56). Examples of which are: open /'əʊpən/ □/'əʊpn/□/'əʊpm/. bacon / 'beɪkən/ □/ 'beɪk n/ □/'beɪkŋ/

The symbol /p/ represents the first sound in the word pin.

/b/ A voiced bilabial stop. The sound represented by /b/ has the same place of articulation as /p/ but is accompanied by voicing.

The symbol /b/ represents the first and last sounds in the name Bob.

/t/ A voiceless alveolar stop. The alveolar consonants of English are produced when the tongue tip or blade approaches or—in the case of /t/ and /d/—touches the roof of the mouth at or near the alveolar ridge behind the upper teeth. The English sound represented by the symbol /t/ thus differs from the t's of many European languages in which the tongue tip touches the upper teeth.

A Spanish /t/, for example, is a voiceless dental stop.

The symbol /t/ represents the initial sound in the English word tin.

/d/ A voiced alveolar stop. The sound represented by the symbol /d/ has the same place of articulation as /t/ but is accompanied by voicing. The symbol /d/ represents the first and last sounds in the word Dad.

/k/ A voiceless velar stop. Velar consonants are formed when the body of the tongue approaches or—in the case of /k/ and /g/—touches the roof of the mouth on the palate (the soft palate is called the velum).

The symbol /k/ represents the first sound in the word kite. /g/ A voiced velar stop. The sound represented by the symbol /g/ has the same place of articulation as /k/ but is accompanied by voicing. The symbol /g/ represents the first and last sounds in the word gag.

Assimilation = one sound made similar to another, “spodoba” in Czech - sounds belonging to one word can cause changes in sounds belonging to neighbouring words - it is the natural result of the various speech organs ‘cutting corners’ as they perform their complex sequence of movements, and this occurs mostly at word boundaries and affects mainly consonant sounds - however we must not think that 1

consonant is the ‘attacker’ and the other the ‘victim’ – it is rather a case of MUTUAL influence - although it follows fairly regular patterns, assimilation is different in different languages; we cannot therefore simply apply the assimilations from eg Czech to English - learners who do not assimilate at all may sound over-precise, too careful, and this can inhibit the use of English rhythm and intonation patterns, resulting in a loss of both fluency and clarity of meaning!

column).

	said in isolation	as connected speech	assimilation in con.speech
		you try	
ten pin bowling	/ten pɪn bəʊlɪŋ/	/	/ / /tem pɪm bəʊlɪŋ/
in bed	/ɪn bed/	/	/ /ɪm bed/
good bye	/gʊd baɪ/	/	/ /gʊb baɪ/
hit man	/hɪt mæn/	/	/ /hɪp mæn/
tin man	/tɪn mæn/	/	/ /tɪm mæn/
good girl	/gʊd gɜ:l/	/	/ /gʊg gɜ:l/
this shop	/ðɪs ʃɒp/	/	/ /ðɪʃ ʃɒp/
these shops	/ði:z ʃɒps/	/	/ /ði:ʒ ʃɒps/
have to go	/hæv tə gəʊ/	/	/ /hæf tə gəʊ/
how d'you do	/haʊ dju du:/	/	/ /haʊ dʒu du:/
don't you know	/dəʊnt ju nəʊ/	/	/ /dəʊntʃə nəʊ/

Types of assimilation

2 basic types are distinguished according to the direction of influence between neighbouring sounds :

1) regressive assimilation : one sound influences the preceding sound (C1 ← C2)

2) progressive assimilation: one sound influences the following sound (C1→ C2)

Assimilation affects consonants and their three distinctive features: a) assimilation of place of articulation b) assimilation of manner of articulation c) assimilation of voicing

1. Place of articulation

- alveolar consonant ← non-alveolar C
  /t,d,n/ /p,b,m,k,g/
  ↓
  non-alveolar C

/t/ that person, that bag, that man
↓
/p/ /ðæp pɜ:sn/ /ðæp bæg/ /ðæp mæn/

/d/ good person, good bye, good man
↓
/b/ /gʊb pɜ:sn/ /gʊb baɪ/ /gʊb mæn/

/n/ ten people, ten bags, ten minutes
↓
/m/ /tem pi:pł/ /tem bægz/ /tem mɪnɪts/

/t/ that colour, that garden
↓
/k/ /ðæk kʌlə/ /ðæk gɑ:dən/

/d/ good girl, red colour
↓
/g/ /gʊg gɜ:ł/ /reg kʌlə/

/n/ in case, ten couples, ten girls
↓
/ŋ/ /ɪŋ keɪs/ /teŋ kʌpłz/ /teŋ gɜ:łz/

/s/ this year, this ship, this young man

↓

/ʃ/ /ðɪʃ jɜ:/ /ðɪʃ ʃɪp/ /ðɪʃ jʌŋ mæn/

/z/ those years, those ships, as you know

↓

/ʒ/ /ðəʊʒ jɜ:z/ /ðəʊʒ ʃɪps/ /əʒ ju nəʊ/

○ alveolar C ← non-alveolar C /t,d/ /j/ } affrication ↓ non-alveolar C

/t/ don't you, won't you

↓

/tʃ/ /dəʊntʃ ju/ /wəʊntʃ ju/

/d/ would you, could you

↓

/dʒ/ /wʊdʒ ju/ /kʊdʒ ju/

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The alveolar stop /s/ may become post alveolar fricative / ʃ/ as in this shoe (ðɪs ʃuː□ðɪʃ ʃuː)and /z/ may become /ʒ/ if followed by the palatal approximant /j/ as in those years (ðəʊz jɪəz□ ðəʊʒ jɪəz) (Roach, 1998, p.125; Lecumberri & Maidment, 2000). 4.1.3. Alveolar Syllabic Nasal Assimilation Assimilation of this kind is a progressive assimilation. Thus, /n/ could become bilabial /m/ when preceded by a bilabial or could become velar /ŋ/ if preceded by a velar plosive in the same word and followed by a consonant in the same or next word or by a pause (Lecumberri & Maidment 2000, p.56). Examples of which are: open /'əʊpən/ □/'əʊpn/□/'əʊpm/. bacon / 'beɪkən/ □/ 'beɪk n/ □/'beɪkŋ/

.2. Assimilation of Manner

Second, like assimilation of place, assimilation of manner refers to two neighboring sounds becoming similar in their manner of articulation. This happens in coalescence when, in connected speech, two adjacent sounds are merged to form a new sound (Gut, 2009, p.35). Additionally, it is usually heard in very rapid speech, or very informal situation and it can be either progressive or regressive (Burleigh,

2011). Clear examples of this type are difficult to seek since it involves a change from a stronger consonant (one making a more substantial obstruction to the flow of air) to a weaker one (Roach, 2001, p.55). Examples of progressive and regressive assimilation are found in Burleigh (2011, p.93). An example the progressive could be in shut your mouth when pronounced rapidly. Here, the approximant /j/ can be articulated with a narrow gap between the speech organs under the influence of the preceding /t/. An example of the regressive could be in that side /ðæs saɪd/ and in good night /gʊn naɪt/. In /ðæs saɪd/, the plosive

/t/ becomes fricative /s/, and in /gʊn naɪt/, the plosive /d/ becomes nasal /n/. Generally, according to Burleigh, assimilation of manner tends to be regressive with less obstruction of air.

.3. Assimilation of Voice

Finally, it is difficult to produce a consonant cluster, in many languages including English, with different voicing values for the consonants, particularly if the consonants are obstruent‟s (fricatives or plosives) (Nathan, 2008, p.78). When two consonants are in the coda, they have to agree in voicing either voiced or voiceless. In other words, in a cluster of two consonants differing in voicing, the second consonant has to agree in voicing with the preceding one (Fortson, 2005, p.63). Assimilation of voice is of two forms: across morpheme boundaries and across word boundaries.

.3.1. Assimilation of Voice across Morpheme Boundaries

This type of assimilation is represented in noun plural marker, the possessive and the singular present tense which always agree in voicing with the preceding obstruent consonant (regressive). Recall that the voiced /z/ of the English regular plural suffix is changed to [s] after a voiceless sound. Similarly, the voiced /d/ of the English regular

past-tense suffix is changed to [t] after a voiceless sound. In these cases, the value of the voicing feature goes from [+voice] to [–voice] or from [-voice] to [+voice] because of assimilation to the [–+voice] feature of the final consonant of the stem (Fromkin et al., 2011, p.287). Examples of such assimilation are: 8 dogs /d gz/: /s/ becomes /z/ to agree in voicing with /g/. cats / kæts/: /s/ becomes /s/ to agree in voicing with /t/. killed / kɪld/: /d/ agrees in voicing with /l/. voiced / vɔɪst/: /t/ agrees in voicing with /s/. The following table shows the alternation of the plural suffix [s] depending on the surrounding sounds.

/h/ A voiceless ‘‘glottal’’ fricative.

The /h/ sound is often called a glottal fricative because the vocal cords are positioned so that a small amount of turbulent airflow is produced across the glottis. However, the primary noise source for this speech sound is turbulence created at different points along the vocal tract where the tongue body (or blade) approaches the roof of the mouth. The point where the friction is created is determined by the vowel that follows the /h/.

In the articulation of the English word heap, for example, the tongue body is positioned high and forward, and the fricative noise is produced in the palatal region. The symbol /h/ rep- resents the first sound in the words how and here.

Affricates

An affricate is a single but complex sound, beginning as a stop but releasing secondarily into a fricative. /tʃ/ A voiceless alveopalatal affricate. The symbol /tʃ/ represents the first sound in the word chip (/tʃ/ is usually spelled as ch). In articulating this sound, the tongue makes contact at the same point on the roof of the mouth as in the articulation of the sound represented by /ʃ/. Unlike /ʃ/, though, tʃ begins with a complete blockage of the vocal tract (a stop), but then is immediately released into a fricative sound like /ʃ/.

/dʒ/ A voiced alveopalatal affricate. The sounds represented by the symbols /tʃ/ and / dʒ / differ only in voicing, / dʒ / being voiced. The symbol / dʒ / represents the first and last sounds of the word judge (/dʒ / being spelled as both j and dge, in this case).

Nasals

/m/ A bilabial nasal.

The sounds represented by the symbols /m/ and /b/ are articulated in the same manner, except that for /m/ the velum is lowered to allow airflow and sound energy into the nasal passages. The symbol /m/ represents the first sound in the word mice.

/n/ An alveolar nasal.

The sound represented by the symbol /n/ is articulated in the same position as /d/, with the velum lowered. The symbol /n/ represents the first sound in the word nice.

/ŋ/ A velar nasal.

The symbol / ŋ / is called eng (or even engma or engwa) and represents the final sound in the word sing. The normal English spelling for this single sound is ng.

Liquids

Liquid sounds are found in the overwhelming majority of the world's languages, and English has one: /l/. The term liquid is a nontechnical, impressionistic expression indicating that the sound is ‘‘smooth’’ and ‘‘flows easily.’’

Liquids share properties of both consonants and vowels: as in the articulation of certain consonants, the tongue blade is raised toward the alveolar ridge; as in the articulation of vowels, air is allowed to pass through the oral cavity without great friction. /l/ An alveolar liquid. In the articulation of English /l/, the tongue blade is raised and the apex makes contact with the alveolar ridge. The sides of the tongue are lowered, permitting the air and sound energy to flow outward. The symbol /l/ represents the first sound in the word life.

Glides

Glides are vowel-like articulations that precede and follow true vowels. The term glide is based on the observation that the sequence of a glide and a vowel is a smooth, continuous gesture.

Because the tongue position in articulating the glides /j/ and /w/ is similar to the tongue position of the vowels in beet and boot, respectively, these glides are sometimes referred to as semivowels. /w/ A bilabial (velarized) glide.

The sound represented by the symbol /w/ is formed with the body of the tongue arched in a high, back position, toward the soft palate (velum). Lip rounding also accompanies the production of this sound. The symbol /w/ represents the first sound in the word wood.

/w/ A bilabial (velarized) glide (with a voiceless beginning). Some speakers of English have different initial sounds in the words which and witch. For these speakers the initial sound in which begins as a

voiceless sound, followed immediately by the glide /w/. Some linguists write this initial sound as the digraph /hw/.

/ɹ/ An alveolar glide.

American English / ɹ / is produced with a tongue blade that is raised toward the alveolar ridge. Many speakers also curl the apex into a retroflexed position (curled upward and backward). Others press the tongue tip against the lower gum (below the teeth) and raise the blade of the tongue toward the roof of the mouth. This sound is also produced with lip rounding (a pursing of the lips) and a retraction of the tongue root.

The symbol / ɹ / represents the first sound in the word red. We are following IPA conventions in using the ‘‘upside-down r’’ symbol for this English phoneme. The ‘‘right-side-up r’’ symbol is re- served for trilled r, a sound found in dialects of Scottish English.

/j/ (/y/) An alveopalatal glide.

The sound represented by the symbol /j/ is formed with the body and the blade of the tongue arched in a high, front position, toward the hard palate. The symbol /j/ represents the first sound in the word yes.

Phonetic Variations on a Phonemic Theme

So far we have assumed that the sounds represented by the phonemic transcription system of English are articulated the same way each time they are produced. This assumption ignores an important aspect of the pronunciation of some phonemes. We discuss below several examples of variation in the pronunciation of certain American English consonants, variations that are common to most speakers of American English.

Aspirated t.

When the sound /t/ occurs at the beginning of a syllable, its pronunciation is accompanied by a puff of air called aspiration. You can observe the presence of aspiration if you hold a thin, flexible piece of paper close to the front of your mouth when you say the word tin. The paper will flutter immediately after the /t/ is pronounced. You can also place your hand in front of your mouth to feel this puff of air.

In contrast, the pronunciation of the /t/'s in the word stint is unaspirated; pronouncing these /t/'s will not cause the piece of paper to flutter. Later we will discuss the general conditions under which some English phonemes are aspirated. In order to represent more detailed aspects of pronunciation (such as aspiration), linguists use a system called (close) phonetic transcription. By convention, phonetic

symbols are enclosed in square brackets [ ]; the symbols of the more general transcription system we have been using— which, when it satisfies conditions to be discussed below, is called a phonemic transcription—are enclosed in slant lines / /.

For example, in phonetic transcription tin and stint are represented as [t^hIn] and [stint], respectively (where a superscripted h indicates an aspirated sound and its absence indicates an unaspirated sound). In phonemic transcription they are represented as /tIn/ and /stInt/. We will discuss the difference between phonetic and phonemic transcriptions after we have discussed some of the finer phonetic details of American English speech.

Unreleased t

Final /t/ in words such as kit is frequently unreleased in the pronunciation of many speakers of American English: the tongue touches the alveolar ridge but does not immediately drop away to ‘‘release’’ the sound. (In contrast, in most American English dialects the pronunciation of the final stop /t/ in words such as fast is in fact released). For most speakers of American English, in the pronunciation of the word kit, the voicing ends and the airflow stops before the tongue reaches the alveolar ridge in articulating the final /t/. Where and how is the airflow stopped in this case? The primary stop articulation in the pronunciation of final /t/ in words such as kit occurs in the larynx, rather than in the region of the alveolar ridge, even though the tongue tip does indeed make contact with the alveolar ridge immediately after the closure of the vocal cords. Recall that the glottis is the space between the vocal cords, and a stop created by closure at the glottis is called a glottal stop, represented as the symbol [ʔ].

Glottal stop replacement of t

In certain words the tendency to have a glottal closure with the articulation of /t/ in certain environments reaches such an extreme that the glottal stop actually replaces /t/. In many speakers' pronunciation of words such as button and kitten, the stop articulation is actually carried out at the glottis, and the tongue does not, in fact, move toward the alveolar ridge until the /n/ of the final syllable is articulated. The /t/ is generally replaced by the glottal stop if the following syllable contains a syllabic /n/. The term syllabic here refers to the fact that nasal consonants (such as /n/) can function as syllables by themselves, without an accompanying vowel. In the word button, for example, the only sound in the second syllable is the nasal [n]—there is no true vowel at all in that syllable.

Phonetic variants of the phoneme /t/ in American English

Articulatory description	Phonetic symbol	Conditioning environments	Example words
Released, aspirated	[tʰ]	when syllable-initial	tin [tʰɪn]
Unreleased, preglottalized	[ʔt]	word-final, after a vowel	kit [kʰɪʔt]
Glottal stop	[ʔ]	before a syllabic *n*	kitten [kʰɪʔn̩]
Flap	[ɾ]	between vowels, when the first vowel is stressed (approximate environment)	pitted [pʰíɾɨd]
Alveopalatal stop	[t̠]	syllable-initial before *r*	truck [t̠ɹ̥ʌk]
Released, unaspirated	[t]	when the above conditions are not met first	stint [stɪnt]

Contractions in Casual Spoken English

In discussing the phonetic properties of English, we have so far focused our attention on phonetic details within single words. Now we must note that in casual spoken forms of American English there are a number of phonological contraction processes in which a sequence of words is contracted, or reduced, to a shorter sequence.

Table 3.5

Phonetic form of contractions of the verb *to be* with personal pronouns in American English: Bisyllabic forms

Formal written	Formal spoken	Casual spoken bisyllabic forms
I am	/aɪ æm/	/áɪəm/ (or /aɪm̩/)
you are	/ju ɑɹ/	/júɚ/
she is	/ʃi ɪz/	/ʃíɨz/
he is	/hi ɪz/	/híɨz/
it is	/ɪt ɪz/	/ír̈ɨz/
we are	/wi ɑɹ/	/wíɚ/
they are	/ðeɪ ɑɹ/	/ðéɪɚ/

Table 3.6

Phonetic form of contractions of the verb *to be* with personal pronouns in American English: Monosyllabic forms

Casual written	Casual spoken monosyllabic forms
I'm	[aɪm] or [ɑm]
you're	[jʊɹ] or [jɝ]
she's	[ʃiz]
he's	[hiz]
it's	[ɪts]
we're	[wɪɹ]
they're	[ðɛɹ]

Some difficult sounds for speakers of English

/ə/

This is the most frequent vowel sound in spoken English, which can also represent several letters or syllables. It can be found in unstressed function words such as a, am, an, but, can, of; in prefixes and suffixes such as in-, suc-, to-, ad-, -ible, -able, -ment; in words such as according, lemon, minute, purpose, second etc.

Exercise

Underline the /ə/ sound in the following sentences.

1. We went to the theatre yesterday.
2. He can speak Russian and German.
3. Susan is famous for her Christmas cake.
4. The pronunciation, grammar and vocabulary are difficult.
5. We could ask them if they have reached a decision.
6. A man and a woman were waiting at the station.
7. They‟re going to the mountains on Saturday.
8. The private sector is all economic activity other than government.
9. Where are the spoons and forks?
10. There were seven or eight hundred people present at the conference.

A difficult sound to reproduce for Italian speakers: world - /wɜːld/, third - /θɜːd/.

Exercise

Tick the words that contain the /ɜː/ sound.

1. Thursday 5. Tuesday 9. birthday 13. ball
2. does 6. Work 10. turn 14. hurt
3. skirt 7. ear 11. bun 15. early
4. short 8. nurse 12. weren‟t 16. Ward

/ʌ/

There are several letter combinations that produce this sound: mother - /mʌðə/, country - /kʌntrɪː/, flood - /flʌd/

Exercise

Underline the alternative that you hear.

1. Which county/country did you say he lived in?
2. She rubbed/robbed the silver to make it shinier.
3. There are a lot of colourful rags/rugs on the floor.

/ɪ/

Italian does not have this sound: fill - /fɪl/, ship - /ʃɪp/.

/w/

This sound tends to be pronounced by Italian speakers as /v/.

Exercise

Underline the alternative that you hear.

1. There was only a little vine / wine left.
2. Where is the vest / west?
3. I saw a long whale / veil in the distance.
4. What was under the wheel / veal?
5. Her poetry has become worse / verse

/dʒ/

When written with a „J", Italian speakers tend to pronounce this sound as /j/. The letter „G" can also produce this sound: general, storage, as can the combination

–dge and –age: edge, storage.

Exercise

Underline the words that contain the /dʒ/ sound.

1. gin 5. Yam 9. jet 13. damage
2. large 6. soldier 10. gear 14. mayor
3. goat 7. guilty 11. just 15. collage
4. injury 8. gum 12. get 16. College

/s/

Apart from the letter „S", the /s/ sound can be represented by a number of consonant combinations, which differ in pronunciation from the Italian: psyche, cellar, science, listen.

Exercise

Underline the words that contain the /s/ sound.

1. song 5. face 9. issue 13. disciple

2. Islam 6. city 10. months 14. sugar

3. vision 7. message 11. castle 15. mix

4. science 8. houses 12. fascism 16. Psychology

-s suffix

The morpheme -s of the 3rd person singular (he works), of the noun plural (books), of the genitive (John‟s) and of the contraction of is or has (he‟s) is pronounced in three different ways depending on the sound of the preceding consonant:

ɪz after sibilant consonants: s ʃ tʃ dʒ

slices /slɑɪsɪz/ brushes /brʌʃɪz/

churches /tʃɜːtʃɪz/ wages /weɪdʒɪz/

s after unvoiced consonants: /f/ /k/ /p/ /t/

packs /pæks/ rates /reɪts/

laughs /lɑːfs/ taps /tæps/

z in other cases

boys /bɔɪz/ girls /gɜːlz/

clothes /kləʊðz/ John‟s /dʒɒnz/

Some unvoiced sounds, θ and f, become voiced when the -s suffix is added.

Compare:

bath /bɑːθ/ baths /bɑːðz/

knife /naɪf/ knives /naɪvz/

-ed suffix

The morpheme -ed of the past tense (or past participle) is also pronounced in three different ways depending on the preceding consonant:

ɪd after t and d

painted /peɪntɪd/ founded /faʊndɪd/

wanted /wɒntɪd/ rounded /raʊndɪd/

t after unvoiced consonants: /f/ /k/ /p/ /s/ tʃ /ʃ

clapped /klæpt/ brushed /brʌʃt/

laughed /lɑːft/ wished /wɪʃt/

d in other cases

earned /ɜːnd/ carried /kær ɪd/

changed /tʃeɪndʒd/ harmed /hɑːmd/

-e suffix

Sometimes the addition of the –e suffix to a noun to form a verb changes the quality both of the vowels sound and of the final –th:

a bath /bɑːθ/ to bathe /beɪð/

a breath /breθ/ to breathe /brɪːð/

Exercise

Use both words in suitable contexts.

1. whose / who‟s

2. there / their

3. sale / sail

4. rode / road

5. steel / steal

6. right / write

7. hear / here

8. rain / reign

9. bare / bear

10. by / buy

Silent letters

cz – czar

kn – knock, knee, knight, knife

gn – gnat, gnaw, gnome

pn – pneumonia

ps – psychology, psychiatry, pseudo

pt – Ptolemy

wr – write, wrong, wring, wrist

wh – who, whom, whose, whole

Final position

-mb – lamb, climb, thumb

-ng – king, thing, song, wing

-gm – paradigm, diaphragm

-gn – sign, reign, foreign, resign (but signature, resignation)

-mn – condemn, autumn, column

-pt – receipt (but reception)

Other positions

doubt muscle castle whistle isle viscount sword Norwich

a) Sometimes vowels are written but not pronounced. Some examples:

Government family chocolate

garden reason evil

Exercise

Mark the silent letters in the following words.

1. answer 6. castle 11. subtle 16. island
2. Greenwich 7. design 12. vegetable 17. mustn‟t
3. interest 8. know 13. generous 18. Wednesday
4. restaurant 9. comfortable 14. psychosis 19. bomb
5. written 10. honest 15. cupboard 20. Hoped

STRESS PATTERNS IN WORDS

In Italian, a syllable-timed language, uniform stress is given to different syllables. English, on the contrary, is a stress-timed language in which there exists a distinction between strong (toniche) and weak (atone) syllables.

Syllable division

A syllable consists of a vowel sound or a vowel sound + consonant(s). The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. However, there are a few rules to help divide words up into syllables.

a) Each syllable has only one vowel sound. When a consonant separates two vowels, divide the word after the first vowel and before the consonant:

stu-dent re-sult ex-a-mine

b) When the vowel is at the end of a syllable, it has a long sound, called an open syllable:

May be-low an-ec-dote

c) When the vowel is not at the end of a syllable, it has a short sound, called a closed syllable:

Mad sub-ject con-vent

d) Syllables are divided between doubled consonants, unless the doubled consonant is part of a syllable that is a base word:

din-ner swim-ming tell-er

e) Monosyllabic prefixes and suffixes are not divided:

il-le-gal un-com-mon

gov-ern-ment cou -ra-geous

f) Plurisyllabic prefixes and suffixes are divided:

an-ti-war un-der-take

vel-o-ci-ty hy-po-the-ti-cal

Exercise

Divide the following words into syllables.

1. mirror

2. sunshine

3. poem

4. wonderful

5. calendar

6. global

7. fitness

8. December

Stress Patterns

The strong or primary stress on one syllable has the effect of weakening the pronunciation of the secondary syllables. It is therefore important to be able to determine the stress pattern of words.

Symbols used to indicate stress:

ˈ the following syllable has primary stress

ˌ the following syllable has secondary stress

Suffixes

Suffixes do not generally have primary stress.

Compare:

ˈage /eɪdʒ/ ˈcourage /kʌrɪdʒ /

to be ˈable /eɪbl/ ˈcapable /keɪpəbl/

ˈate /eɪt/ ˈgraduate (n)/grædʒʊət /

ˈfull /fʊl/ ˈbeautiful /bjuːtɪfl/

ˈless /les/ ˈhopeless /həʊpləs/

In only a few cases the main stress falls on the suffix, generally with suffixes of foreign, especially French, origin.

Some examples are:

-oo kangarˈoo -elle gazˈelle

-ee employˈee -ette cigarˈette

-eer engineˈer -ese Chinˈese

Some suffixes determine the position of the primary stress.

The following suffixes determine the primary stress on the syllable preceding the suffix:

Nouns

-ity, -ety capˈacity opporˈtunity

Note the shift in stress: ˈpublic pubˈlicity

ˈsocial socˈiety

to ˈvary varˈiety

-ion disˈcussion atˈtention

Note the shift in stress: to preˈpare preparˈation

to proˈnounce pronunciˈation

to ˈrealise realisˈation

-ian amˈphibian phyˈsician

Note the shift in stress: huˈmanity humaniˈtarian

ˈlibrary libˈrarian

ˈhistory hisˈtorian

-ics ˈphysics ˈethics matheˈmatics

Verbs

-ify, -ish to ˈmagnify to aˈbolish

Note the shift in stress: ˈperson to persˈonify

Exercise 23 Mark the primary stress in the following words.

1. village 6. passion
2. society 7. anxiety
3. talkative 8. universal
4. suffragette 9. career
5. classify 10. economics

Adjectives

-ic, -ible, -igible hisˈtoric inˈvisible ˈeligible

Note the shift in stress: eˈconomy ecoˈnomic

to neˈglect ˈnegligible

-ious, -eous, -uous ˈglorious arˈboreous conˈtinuous

-ial, -ual ˈsocial ˈusual

Other suffixes do not alter the stress pattern of the word.

-able ˈcomfort ˈcomfortable

-cy ˈvacant ˈvacancy

-dom ˈking ˈkingdom

-er/-or ˈvisit ˈvisitor

-ful ˈwonder ˈwonderful

-ish (adj.) ˈbaby ˈbabyish

-ism to ˈcriticise ˈcriticism

-ize/-ise (v.) eˈconomy to eˈconomize

-less ˈcare ˈcareless

-ly (adv.) ˈrapid ˈrapidly

-man (n.) poˈlice poˈliceman

-ment to ˈgovern ˈgovernment

-ship ˈowner ˈownership

-ty ˈunit ˈunity

-y to inˈquire inˈquiry

Exercise

Mark the shift in stress in the following pairs of words.

1. economy economics
2. experiment experimental
3. history historian
4. nation nationality
5. philosophy philosophical
6. psychiatry psychiatric
7. science scientific
8. examine examination
9. idiot idiotic
10. demonstrate demonstration

Prefixes

Two-syllable words with no prefix usually have the primary stress on the first syllable: ˈfollow ˈcarry ˈgovern ˈcancel

Two-syllable words with a separable prefix (often written with a hyphen) have equal stress on the prefix and the main word:

ˈex-ˈwife ˈpre-ˈbook ˈre-ˈwrite ˈself-ˈhelp

Two-syllable VERBS with an inseparable prefix generally have the primary stress on the second syllable:

to exˈplain to preˈsent to deˈny to proˈduce

Two-syllable NOUNS with an inseparable prefix generally have the primary stress on the first syllable: ˈexpert ˈpresent ˈdeluge ˈproverb

Some exceptions to this are:

adˈvice deˈfence exˈcuse reˈlief

The stress in three-syllable words can vary from word to word.

Compare:

ˈtelegraph reˈmoval ˈvegetable deˈcision

If the prefix - separable or inseparable - is bisyllabic, there is secondary stress on the first syllable of the prefix and primary stress on the third syllable:

ˌunderˈstand ˌinterˈvene ˌsuperˈsede ˌoverˈride

Exercise

Mark the primary stress in the following pairs of nouns and verbs.

1. to conduct conduct
2. to desert desert
3. to present present
4. to subject subject
5. to conflict conflict
6. to decrease decrease
7. to object object
8. to produce produce
9. to suspect suspect
10. to rebel rebel

Exercise

Find the word in each group that the primary stress located on the different syllable from the other three.

1. a) con-fi-dent

b) del-i-cate

c) po-et-ic

d) sen-si-tive

2. a) ad-mi-ra-ble

b) app-ro-priate

c) com-pli-cated

d)nec-es-sar-y

3. a) or-i-gin

b) oc-cur

c) lim-it

d) of-fer

4. a) in-stru-ment

b) cal-en-dar

c) at-mos-phere

Compound nouns

Most compound nouns have the primary stress on the first element.

Compare this to the equal stress of adjective and noun:

ˈdining-room ˈtextbook ˈblackbird

ˈdark ˈroom ˈlibrary ˈbook ˈblack ˈbird

Compound adjectives

The stress generally falls on the second element with the –ed participle and -ing participle: bad-ˈtempered old-ˈfashioned good-ˈlooking

However, if one of the elements of the compound adjective is a noun, stress will fall on the noun, even if it is the first element: ˈlaw-abiding ˈrecord-breaking

Compound verbs

The stress generally falls on the second element:

outˈrun overˈrate underˈline

Exercise

Mark the stress on the following words.

1. blackboard
2. mobile phone
3. well-dressed
4. highlight
5. swimming pool
6. train-spotting
7. football
8. bus stop
9. out-dated
10. over-ripe

Exercise

Rewrite the sentences forming compound adjectives and mark the primary stress.

1. The letter was written by hand The letter was .....
2. We grew the vegetables at home. The vegetables are .....
3. We went on holiday at the last minute. It was a .....holiday.
4. Jane works very hard. Jane is .....
5. Tom looks really good. Tom is .....

STRESS PATTERNS IN PHRASES

Function words such as prepositions, conjunctions, pronouns, determiners, and auxiliary verbs are generally weaker in stress within a sentence.

at /ət/ that ðət

for fə as əz

from frəm than ðən

of əv and ən, n

to tə but bət

per pə or ə, ər

he hɪ his ɪz

him ɪm/, /əm her hə, /ə/

her hə our ɑː

us əs your jə

them ðəm a, an ə, ən

some səm the ðə, ðɪː/

Exercise

Underline the weak function words in the following sentences.

1. I‟d love a cup of tea.

2. When are you going to Spain?

3. He goes to the cinema three or four times a month.

4. I‟ll have some bread and butter, please.

5. We‟d rather stay at home than go to the restaurant.

6. You‟ll have to study harder if you want to pass the exam.

7. They drove at 50 kilometres per hour.

8. Did you give him the books?

9. He said that he‟d go home as soon as possible.

10. I told them they were going to fall.

Articles

a, an –

The indefinite article a is reduced to /ə/ before consonants (or consonant sounds): a book a table a university a one-year plan

It becomes an ən before vowels (or vowel sounds):

an apple an event an hour an heir

the - The definite article the is reduced to /ðə/ before consonants (or consonant sounds): the mother the table the university the one-year plan

It is pronounced /ðiː/ before vowels (or vowel sounds):

the apple the event the hour the heir

Exercise

Write a or an in the following sentences.

1. It took me _____ hour to write the letter.

2. Would you like _____ orange?

3. She is _____ Anglo-Italian.

4. It is _____ European law.

5. Jane is _____ university student.

6. I hope to study for _____ M.A. degree next year.

7. It was _____ one-hour lesson.

8. The concert was _____ extraordinary event.

9. You‟ll have to have _____ X-ray for that leg.

10. It was _____ enjoyable evening.

Exercise

Say whether the following pronunciation of the definite article is /ðə/ or /ðɪː/ .

1. _____ heir.
2. _____ universe.
3. _____ apple.
4. _____ ugly house.
5. _____ U.S.A.
6. _____ hotel.
7. _____ historian.
8. _____ jewels.
9. _____ hour-glass
10. _____ one-man band.

Modal auxiliary verbs

Modal auxiliary verbs have

weak pronunciation in the affirmative and interrogative:

I can /kn/ 'go.

They could /kəd/ 'come.

Should/ʃəd/ he 'leave?

They have a strong form:

(a) in the negative with the contracted not:

I 'canˈt /kɑːnt/ go.

They 'wonˈt / wəʊnt / come.

(b) in tag questions and short answers:

He canˈt swim, 'can /kæn/ he? Yes he 'can /kæn/.

Exercise

Underline the weak function words in the following sentences.

1. He could have told you if you had asked.
2. Don‟t you want to know?
3. I should have known he was joking.
4. She can apply for the job, can‟t she?
5. Who does she think she is?
6. He was at school when the fire broke out.

Exercise

Mark the stressed syllables in the following passages.

Practise reading them with attention to the weak forms

(auxiliaries, articles, pronouns, prepositions etc).

TEXT 1

Of all the changes that swept over Europe in the seventeenth and eighteenth centuries, the most widely influential was an epistemological transformation that we call the “scientific revolution”. In the popular mind, this revolution is associated with natural science and technological change, but the scientific revolution was, in reality, a series of changes in the structure of European thought itself: systematic doubt, empirical and sensory verification, the abstraction of human knowledge into separate sciences, and the view that the world functions like a machine. These changes greatly altered the human experience of every other aspect of life. This modification in world view can also be charted in painting, sculpture and architecture, where it can be seen that people are looking at the world very differently.

Connected Speech

When people talk normally, their words blend together and change in predictable ways. This is not sloppy, uneducated, or bad. It's just normal. It happens when people speak casually, but also when they speak formally. In short, *all* speech is connected speech.

Here are some changes that happen in connected speech:

• Contractions and blends:

Both of these are actually the same thing—a two-word sequence that blends together into one unit. If the two-word combination is not normally *written* as one word, we just call it a blend. But if the two-word combination has a special written form with an apostrophe, we call it a contraction:

• is + not ----isn't

I + am ------I'm

that + will ------that'll

there + would ----------there'd

Linking: In normal speech, words are not pronounced as separate, individual units. The last sound of one word is often linked to or blended with the first sound of the next word.

What sounds?	What happens?	Examples
/iy/ + V → /ey/ + V → /ay/ + V → /ɔy/ + V →	Add a /y/ glide between the words as a link to the following vowel.	I'll be able to create my own toy airplane.
/uw/ + V → /ow/ + V → /aw/ + V →	Add a /w/ glide between the words as a link to the following vowel.	Stuart is now in New Orleans.
VC + V →	Word-final consonant links to the following vowel.	That dog is black and white.
VCC + V →	The last consonant in a cluster links to the following vowel.	I found out that Bob broke his left arm.
C + C →	Two identical consonants blend into one longer consonant.	The doctors found a quick cure in a short time.
$C_1 + C_2$ →	A stop followed by a stop or affricate: The first stop is not released and the two blend.	My pet cat is sitting by the blackboard.

Assimilation

Sometimes a sound becomes more similar to a sound that comes before or after it.

This makes the words easier to pronounce. Every language has some kind of assimilation, although not all languages use assimilation in exactly the same way.

• **Progressive assimilation:** The first sound causes the second sound to change.

• ***-****s* and *-ed* endings: The endings are voiced after a voiced sound, voiceless after a voiceless sound. (See Chapter 11 for more details.)

• **Regressive assimilation:** The second sound causes the first sound to change.

• have to “hafta” has to “hasta” used to “usta”

• good boy at peace pet kitten in pain in May in California in good health

• **Coalescent assimilation:** Two sounds blend together to make a new sound.

• **Palatalization:** Don't you think so? I'll miss you. Does your mother know?

Is that your dog? Did you study? She needs your help.

• **Deletion:**

In normal speech, a sound may disappear or not be clearly pronounced *in certain contexts.*

(Not just anyplace—only in these environments.) This is also called "omission."

• Loss of /t/: V + nt + V □□VnV winter /wIn´r/ Toronto /t´rAnow/

• Simplification of consonant clusters: In final clusters of three or four consonants, a *middle* consonant is sometimes dropped. (Never the first or last consonant.)

• The desks sit side by side. five-sixths facts months

/ss/ /ks/ /ks/ /ns/

• East side blind man old boyfriend

/ss/ /nm/ /lb/

• Sounds are deleted in some very common words and expressions:

• going to gonna want to wanna should have shoulda

• because ‘cause about ‘bout around ‘round

• February /fEbyuwEriy/ governor /g√v´n´r/

surprise /s´prayz/

• Sometimes entire unstressed syllables are omitted (but only in particular words--not just anyplace.) This is called “syncope” by people who like big words.

chocolate vegetable restaurant family

• **Epenthesis:** In very few cases, an extra syllable is added to make a word easier to pronounce. The most common example is when an extra vowel // is added before an -ed or -s word ending.

• Word Stress: The syllable in a word that is longer, louder, and higher in pitch than others. If a word has more than one syllable, one of them is stressed the most. It's very important to get the stress in the right place. Without correct stress, words may not be understood.

• The syllables of a word may have one of three degrees of stress:

• **Strongly stressed** (also called primary stress)

• **Lightly stressed** (also called secondary stress)

• **Unstressed** (also called tertiary stress)

Mark the primary and secondary stress (if any) in these words:

ten nis	re li a ble	pro nounce
or gan i za tion	re pre sen ta tive	pro nun ci a tion

• Compound nouns are usually stressed on the first part of the compound.
BLACKbird OVERflow

• Compound verbs are usually stressed on the last part of the compound.

• Vowel sounds are often changed (reduced) in unstressed syllables.

• It's important for unstressed syllables to be *much* weaker than stressed syllables. This helps the listener recognize the whole pattern of the word.

Sentence Stress: The syllable in a sentence or clause that receives the most emphasis or prominence.

• Sentence stress is often used to emphasize a word to emphasize it or to show that it is new information.

• **Content words**: Words that carry information. They have meaning in themselves.

• **Function words**: Words that show the grammatical relationships between other words, but don't have much meaning in themselves.

• In a sentence, content words tend to be stressed, and function words tend not to be stressed.

Content Words	Function Words
Nouns	Articles
Main verbs	Auxiliary verbs
Adjectives	Personal pronouns
Possessive pronouns	Possessive adjectives
Demonstrative pronouns	Demonstrative adjectives
Interrogatives (question words)	Prepositions
Not and negative contractions	conjunctions
Adverbs	
Adverbial particles	

Rhythm: The regular, patterned beat of stressed and unstressed syllables and pauses in an utterance.

• English is a stress-timed language. This means that the time between stressed syllables

remains fairly steady, and extra syllables have to crowd in between the stressed syllables. Each syllable does *not* last the same length of time. English has a rhythm like this:

NNNNNNNNN

• Many other languages are syllable-timed. This means that each syllable takes about the same amount of time. These languages have a very regular rhythm, like this:

NNNN NNN

• Listen to the rhythm of these sentences. They all have three main stressed syllables and take about the same amount of time to say, even though some have many more syllables.

MICE EAT CHEESE.

The MICE EAT the CHEESE.

The MICE will have EATen the CHEESE.

The MICE might have been EATing the CHEESE.

• For the rhythm of English to sound natural, the pattern of stressed and unstressed syllables must be right.

All the things we've read about in this chapter work together to promote the regularity of English rhythm.

Stressed syllables stand out. Unstressed syllables squeeze in between the stressed syllables, and sound changes make their articulation easier so that regular timing can be maintained. This produces the "music" of English.

Clusters

Consonant clusters are groups of two or more consonant sounds in a row.

stop strong desk desks explain cluster

Consonant clusters can be difficult for learners from many language backgrounds. They often cope by:

• Simplifying the consonant clusters by omitting some sounds: desk /dEs/

• Adding extra vowels to separate the consonants: sport /sUport/ or /Esport/

These errors can cause problems in being understood.

Vowel sounds are sometimes changed by the sounds around them.

• **Length:**

Vowels are usually shorter in duration before voiceless sounds and longer before voiced sounds. They're longest of all when they come at the end of a word.

Compare:

bed / bet bead / beat man / mast hill / hit

• **/r/ coloring:**

Some vowel contrasts are neutralized before /r/. Look at these words:

bead / bid / beer "Bead" /biyd/ and "bid" /bId/ are separate words with different vowel sounds.

But we could pronounce “beer” either /bIr/ or /biyr/ without changing its meaning.

load / laud / lord In the same way, “load” /lowd/ and “laud” /lçd/ have contrasting vowels, but with “lord,” we could say /lçrd/ or /lowrd/ without changing the meaning.

• **/l/ coloring:**

To a lesser extent, vowel contrasts before /l/ are also sometimes weaker. Examples:

heal / hill / he’ll she’ll we’ll I’ll you’ll they’ll

• **Nasal coloring:**

Vowels followed by a nasal sound also tend to be nasalized. Examples:

seem seen sing can can’t

• The contrast between the words **“can” and “can’t”** is often especially troublesome.

• “Can’t” is usually stressed. It sounds like /kQnt/ or /kQn//, with a clear /Q/ sound.

I can’t go with you. Who can’t afford a new car?

• “Can” is usually unstressed. It often sounds like /k´n/ or /kn/, with a reduced vowel.

I can go with you. Who can afford a new car?

• But when “can” is alone, with no verb after it, it’s usually stressed.

Yes, I can. I can tomorrow, but not right now.

Phonetic Rules:

I. Here are the most commonly used rules:

1. Every syllable in every word must contain a vowel. The vowels are: a, e, i, o, u, and y (although y is a consonant when at the beginning of a word).

2. When "c" is followed by "e, i, or y," it usually has the soft sound of "s." Example: city.

3. When "g" is followed by "e, i, or y," it usually has the soft sound of "j." Example: gem.

4. A consonant digraph is two or more consonants that are grouped together and represent a single sound. Here are consonant digraphs you should know: wh (what), sh (shout), wr

(write), kn (know), th (that), ch (watch), ph (laugh), tch (watch), gh (laugh), ng (ring).

5. When a syllable ends in a consonant and has only one vowel, that vowel is short. Examples: tap, bed, wish, lock, bug.

6. When a syllable ends in a silent "e," the vowel that comes before the silent "e" is long. Examples: take, gene, bite, hope, fuse.

7. When a syllable has two vowels together, the first vowel is usually long and the second vowel is silent. Example: stain.

8. When a syllable ends in a vowel and is the only vowel, that vowel is usually long. Examples: ba/ker, be/come, bi/sect, go/ing, fu/ture, my/self.

9. When a vowel is followed by "r" in the same syllable, the vowel is neither long nor short. Examples: charm, term, shirt, corn, surf.

Voiced Consonants?

vs

Unvoiced Consonants?

A consonant is a sound that causes two points of your mouth to come into contact, in three locations—the lips, the tip of the tongue, and the throat. A consonant can either be unvoiced (whispered) or voiced (spoken), and it can appear at the beginning, middle, or end of a word. You'll notice that for some categories, a particular sound doesn't exist in English.

Initial		Medial		Final	
Unvoiced	Voiced	Unvoiced	Voiced	Unvoiced	Voiced

parry	bury	apple	able	mop	mob
ferry	very	afraid	avoid	off	of
stew	zoo	races	raises	face	phase
sheet		pressure	pleasure	crush	garage
two	do	petal	pedal	not	nod
choke	joke	gaucho	gouger	rich	ridge
think	that	ether	either	tooth	smooth
come	gum	bicker	bigger	pick	pig
		accent	exit	tax	tags
	yes		player		day
	wool		shower		now
his		ahead			
	late		collect		towel
	rate		correct		tower
	me		swimmer		same
	next		connect		man
			finger		ring

Rules:

1- [t] and [n] are so close in the mouth that the [t] can simply disappear.

1. interview innerview

2. interface innerface

3. Internet innernet

4. interstate innerstate

5. interrupt innerrupt

6. interfere innerfere

1. interactive inneractive

8. international innernational

9. advantage ədvæn'j

10. percentage percen'j

11. twenty twenny

12. printout prinnout or prindout

13. printer prinner or prinder

14. winter winner or winder

15. enter enner or ender

2- Read the following sentences out loud.

1.He had a great interview.

Try to enter the information

1. Turn the printer on.

2.Finish the printing

3.She's at the international center.

Presidential Candidates' Debate

Thə prezədənt təmärrou näidiz əxpectədiniz stɛidəv thə yoonyən mesəj tə prəpouz fedrəl səbzədeez tə help lou(w)inkəm fæmleez ouvrkəm thə sou-käld dijədəl dəväid. Izidə n əpropree(y)ət yusəv gəvrmnt fənz tə hændæot kəmpyudrz ən prəväid innernet æksɛs tə thouz hu cæn(d)əford it; ənd if nät, why nät. Will bəgin with Mr. Keez. I think this iz ənəthər keis whɛer pälətishənz try də jəmpän thə bændwægən əv səmthing thæt's going än in thee(y) əcänəmee, sou evreebədeez gənnə think thət they ækchəlee hæv səmthing tə do with thə rəzəlt when they dont. Thɛrz nou need fr this. Wiräl reddy seeing æot thɛr prəpouzəlz fr thə distrəbyushən əv free PeeCees, nät beis dän səm pälətishən meiking ə judgment ən spending tæxpeiyer mənee, bət beis dän thə self-intrst əv thouz hu(w)är involvd inə nyu world, ə nyu world ən which p'rtisəpeishən iz thə kee də

präfit— ənd in which thɛr iz ækchəlee ə sträng insentiv əməng thouz hu prtisəpɛidin thə präivət sektər tə giv æksɛss tə indəvijəls sou thæt they c'n impruv their äpərtyunədeez fr präfit, fr infərmeishn shɛring. Thæts whəts älredee bin going än—it will kəntinyu. Thɛr iz nou need fr thə gəvərmənt tə prətend thæt it needs tə teik leedership hir. I think thæts jəst pəlidəkəl päsjuring.

Senədər Mə(k)kein.

I bəleev th't wee du hæv ə präbləm. æn thædiz thət thɛrizə growing gæp bətween thə hævz ənd hæv-näts in əmɛrəkə, thouz thədr ɛibl də tɛik pärdin this infərmeishn teknäləjee ən thouz th't hævnt. Wee took ə mɛijər step forwərd when wee dəsaidəd də wäi(y)r evree skool ən lybrɛree in əmerikə tə thee(y)innərnet. Thætsə güd prougrəm. Wee hæv tə hæv step tu, three, ən four, which meenz güd əkwipmənt, güd teechərz ənd güd clæssroomz. No, I wüdn du(w)it d'rektlee. Bət thɛrz läts

əv weiz th'chyu kən inkerəj korpəreishnz, who in their own self-intrest, wüd wänt tə prəvaid... wüd rəseev tæks benəfits, wüd rəseev kredit, ənd mɛny əthər weiz fr beeing invəlvd in thə skoolz, in əpgreiding thə kwälə[…]ee əv əkwipmənt th't thei hæv, thə kwälədee əv thə styudənts ənd thɛrby prəvaiding ə məch-needed well-treind wərkfors.

Thæng kyu. Mr. Forbz.

Key:

The president tomorrow night is expected in his State of the Union message to propose federal subsidies to help low- income families overcome the so-called digital divide. Is it an appropriate use of government funds to hand out computers and provide Internet access to those who can't afford it, and if not, why not? We'll begin with Mr. Keyes. "I think this is another case where politicians try to jump on the bandwagon of something that's going on in the economy, so everybody's gonna think that they actually have something to do with the result when they don't. There's no need for this. We're already seeing out there proposals for the distribution of free PCs, not based on some politician making a judgment and spending taxpayer money, but based on the self-interest of those who are involved in a new world, a new world in which participation is the key to profit—and in which there is actually a strong incentive among those who participate on the private sector to give access to individuals so that they can improve their opportunities for profit, for information sharing. That's what's already been going on—it will continue. There is no need for the government to pretend that it needs to take leadership here. I think that's just political posturing." Senator McCain. "I believe that we do have a problem. And

that is that there is a growing gap between the haves and have-nots in America, those that are able to take part in this information technology and those that haven't. We took a major step forward when we decided to wire every school and library in America to the Internet. That's a good program. We have to have step two, three, and four, which means good equipment, good teachers, and good classrooms. No, I wouldn't do it directly. But there's lots of ways that you can encourage corporations, who in their own self-interest, would want to provide ... would receive tax benefits, would receive credit, and many other ways for being involved in the schools, in upgrading the quality of equipment that they have, the quality of the students, and thereby providing a much-needed well-trained workforce." Thank you. Mr. Forbes.

Assimilation

The adjustment of the articulation of words as a consequence of their immediate spoken environment can happen in various ways. When an adjustment is made to accommodate an actual phonetic feature in the immediate environment, that process of simplification is known as assimilation. The adjustment makes the phoneme more similar to its environment. The adjustment of the / n / in ten to the velar articulation of the / g / in green is a case of assimilation: the / n / becomes velar / N / which shares an identical feature with the velar articulation of / g /. Similarly, the / n / of green becomes bilabial / m / in anticipation of the bilabial articulation of / b / in bottles.

/ n / in word-final position regularly adjusts itself in English to the anticipated point of articulation of the consonant at the beginning of the next word. You might have noticed what also happens to the / n / of one and nine in the song. Think of common phrases with the prepositions on and in which are followed by words beginning with bilabial / p, b, m / and you will notice that the / n / easily adjusts itself to / m / in anticipation. on purpose Qm "p3:p@s in person Im "p3:sn

Now listen to and transcribe

on paper _____ in print _____ on principle _____ in prison _____

on behalf _____ in between _____ on balance _____ in Bristol _____

on Monday _____ in March _____ on my behalf _____ in medicine _____

Notice that in cases like on Monday and in March, there is a 'double' / m / - a single articulation of double length to account for the final / m / of on and in and the initial / m / of the following word. Otherwise it would sound like om unday im arch which does not sound typical of native English speech.

In a parallel way, word-final / n / easily adjusts to a velar / N / in anticipation of following velar consonants / k, g /. on call QN "kO:l in case IN "keIs

Listen and transcribe

on course _____ in keeping _____ on guard _____ in Gloucester _____ on grass _____ in goal _____

An identical case of assimilation occurs in the prefixes un- and in- (whether it means 'in' or negative). Listen and transcribe.

unpleasant Vm"plEzn=t input "ImpUt unbalanced _____ inbuilt _____ unmade _____ inmate _____ unkind _____ incorrect _____ ungrateful _____ ingratitude _____

Now consider these phrases and note the assimilation process: 10p "tEm "pi: 10 quid "tEN "kwId £1 _____ one go _____ fine mess _____ fine grain _____ gun boat _____ gun carrier _____ hen party _____ hen coop _____ ten pin bowling_____ 7 cases _____

Assimilation of final / n / is common in many other languages, including Latin, where the bilabial assimilation was actually expressed in the orthography: in + possibilis > impossibilis. As a result we have spellings like impossible, improper, impress, imbalance, imbecile, immense, immeasurable in English.

* Assimilation of final / d / in English is almost parallel to that of / n /, but this is not matched in many other languages. The / d /

becomes bilabial / b / - retaining its voicing – before bilabial / p, b, m /, and becomes velar / g / before velar / k, g /. (This is true of ɜmost English accents, though West Walian English is an exception.)

Notice the process in bad penny "bab peni red kite reg "kait

good boy _____ bad girl _____ red meat _____

good gracious _____

Notice it too in the greetings: good morning "gub "mo:nin goodbye "gub "bai

Notice that in cases like good boy, goodbye, there is a ‘double’ / b / - a single articulation of double length to account for the final /

b / in / gub / and the initial / b / of the following word, likewise, a ‘double’ / g / in bad girl.

But final / d / also becomes post-alveolar / d3 / before palatal / j /. Notice the process in a bad year

Assimilation of final / t /

In English used to be exactly parallel to assimilation of final / d /, producing / p / and / k / - retaining voicelessness – before bilabial / b, d, m / and velar / k, g /. As in hot potato and white cross

But a new tendency has developed and that is to articulate final / t / as a glottal stop [ʔ]. This produces hot as ["hoʔ] and white as ["waiʔ], which eliminates any possibility of assimilation. Listen to the two possibilities in the following phrases:

hot [ʔ] potato

hot / p / potato

white [ʔ] cross

white / k / cross

not [ʔ] bad

not / p / bad

eight [ʔ] goals

eight / k / goals

Final / s / and / z / assimilate to post-alveolar / ʔ / and / Z / in the face of post-alveolar / ʔ, tʔ, dZ / and palatal / j /, Consider phrases with this / DIs / and these / di:z /

this chair _____ these chairs _____ this job _____ these jobs _____ this year _____ these years _____ Notice that in cases like this shop, bus shelter, there is a ‘double’ / ʔ / to account for the /ʔ/ assimilation at the end of the first word and the /ʔ/ at the beginning of the following word.

Historically, this post-alveolar assimilation of / s, z / before / j / accounts for the /ʔ, Z / in words like pressure, mission and pleasure, vision and, more recently, in issue, usual. It also accounts for the /ʔ/ at the beginning of words like sure, sugar. Notice also how / s / readily assimilates to /ʔ/ before the / tʃ / in words like mischief.

Elision

A second type of simplification involves not an adjustment to a sound, but its complete removal. This is known as elision; the missing sound is said to have been elided.

Take the name Christmas as an example; it used to be a compound consisting of Christ and mass, but in the course of time, the / t / of the first word has been elided, and nowadays nobody would normally pronounce the name witha / t /. Similarly, the word handkerchief used to be a compound consisting of hand and kerchief, but again in the course of time the / d / of the first word has been elided.

As it happens, elision mainly affects final / t, d / if they are preceded by a consonant – as in the cases above – and also

followed by a word beginning with a consonant – again, as in the cases above.

First of all, we will consider the elision of final /d/. Notice what has happened to the / d / in these other (formerly compound) words: handsome, sandwich, grandfather, grandchildren.

Notice too that as / d / is elided in grandparents, the preceding / n / is adjacent to a bilabial consonant and assimilates to / p / by becoming / m /:

Transcribe:

grandpa _____

grandmother _____

grandma _____

keeping a ‘double’ / m / for the assimilating / n / and the / m / of the second part of the compound.

Transcribe

windmill

windbag

handset "hanset

landscape _____

bandstand _____

friendship _____

bend them _____

Now cases where / d / is preceded by / l /

old men _____

child protection_____

goldfish _____

fold them----------

Thus, / d / elision takes place if it is word-final, preceded by a consonant and followed immediately by a word beginning with a consonant (but with the above exceptions). It also takes place if a suffix follows which begins with the right kind of consonant. Thus / d / is elided in friends, and may optionally be elided in friendly.

What about these words?

friendship _____ blindness _____ childless _____

worldly _____ handful _____ child's play _____

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