Lecturer:

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FIRST Year LMD

Mohammed Kheider University

Foreign Languages Department

Section of English

Module: Phonetics

- **Structure of the module:**
- One hour and half lecture per week
- End-of-semester 90-minute exam in January

Objectives of the course: *By the end of this course you'll be able to:*

1- Define phonetics and phonology

2- Recognise the main aspects of phonetics

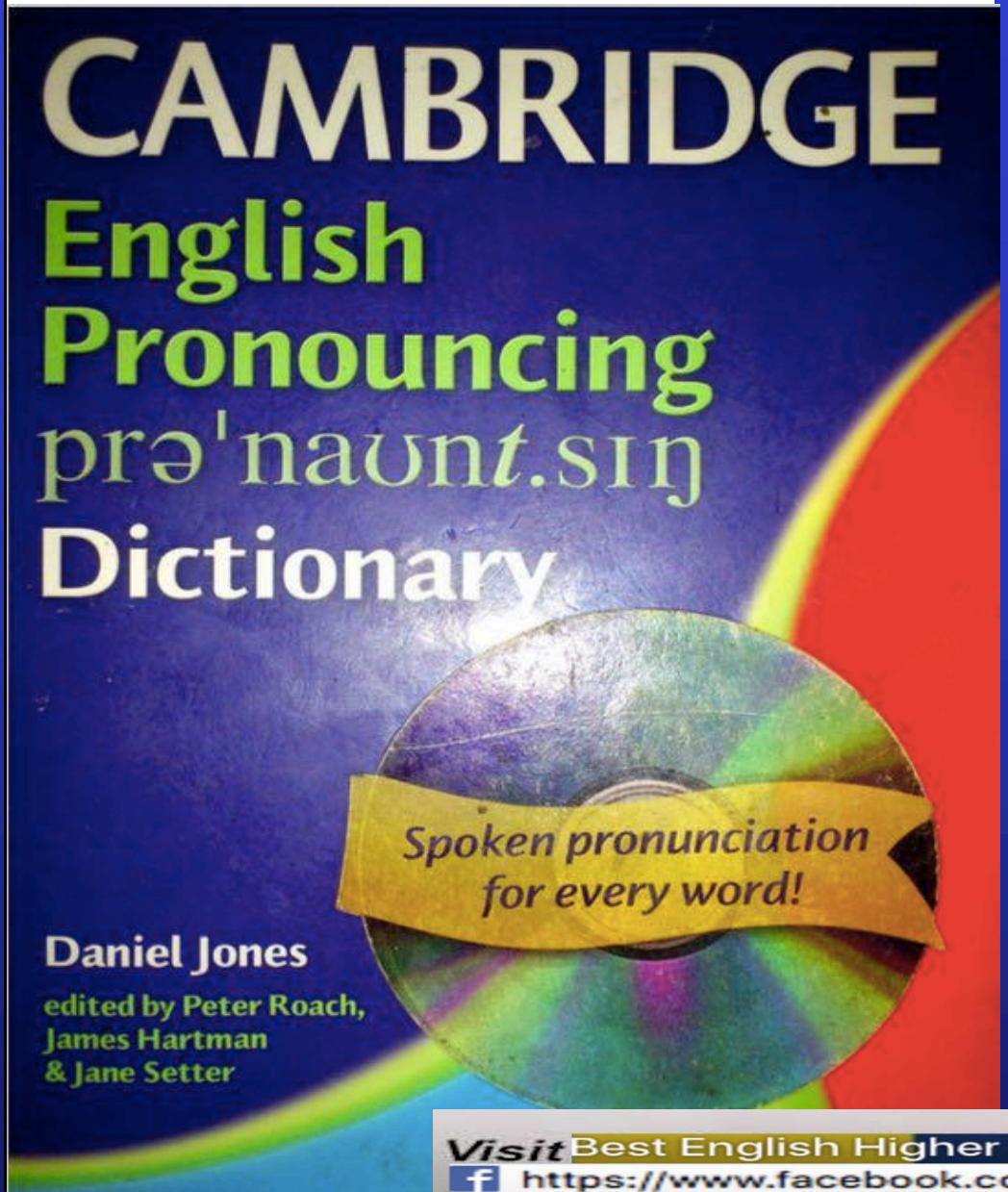
3- Know the branches of phonetics and phonology

4- Distinguish between phonetics and phonology

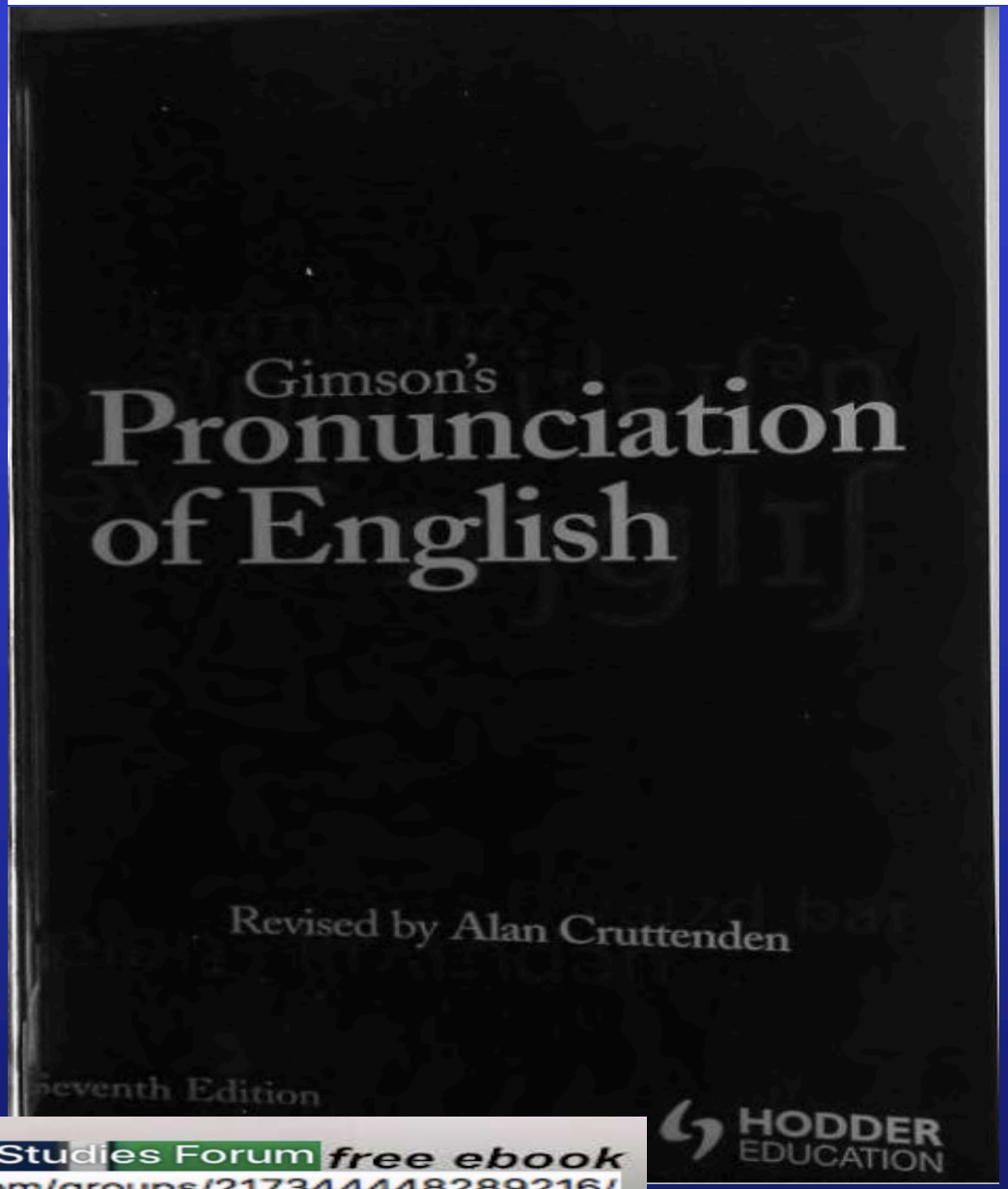
5- Be aware of the importance of phonetics

Main Resource Books

English Pronunciation Dictionary, Daniel Jones **E8/116**



Gimson's Pronunciation of English, Alan Cruttenden **PDF**



Phonetics, Peter Roach **E12/404**

Introduction to Phonetics, Peter Roach **E12/17**

English Phonetics and Phonology

A practical course

Second edition

Peter Roach

Professor of Phonetics

University of Reading

1. Phonetics as a Branch of Linguistics:

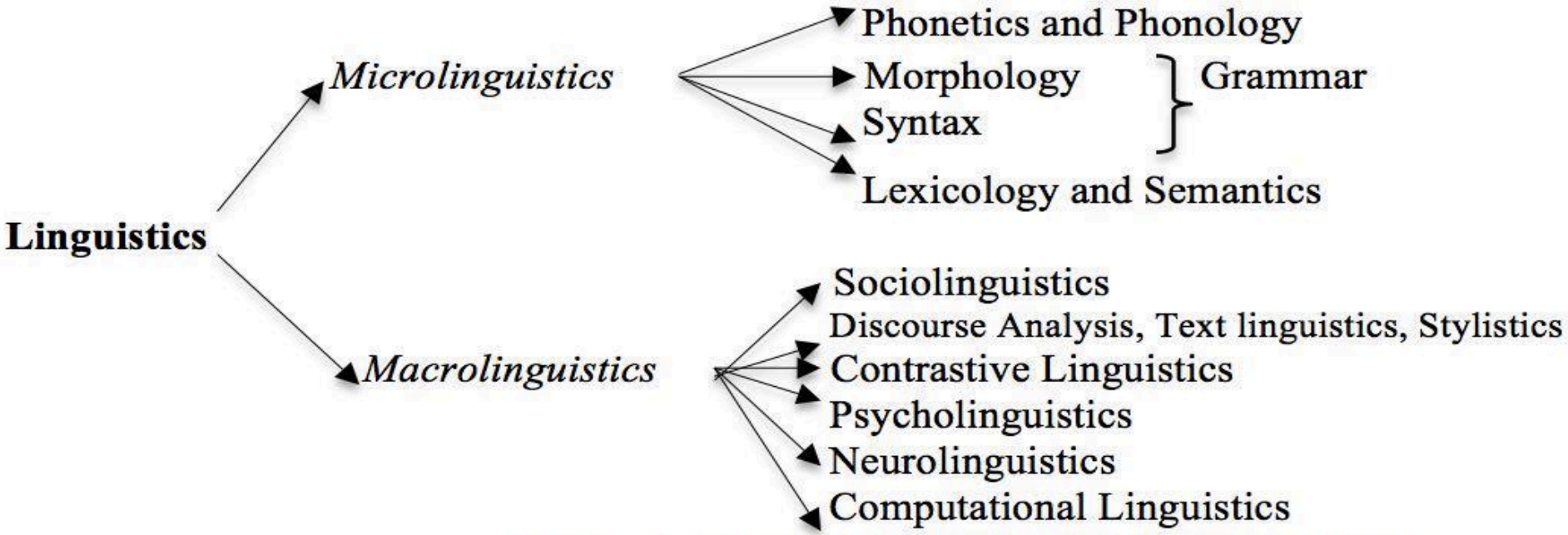


Figure 1. The Different Branches of Linguistics

2. Definition of Phonetics:

Phonetics is concelinguistics concerned with a branch of human speech sounds. It studies the features of human sound making. It provides methods for sounds description, classification, and transcription. Therefore, in phonetics we refer to individual sounds as ***phonemes*** or *sounds*; we never use *letters*.

3. The Differences Between Phonetics and Phonology:

3. The Differences Between Phonetics and Phonology:

a. Both phonetics and **phonology** are branches of linguistics, which deal with sounds.
b. *Phonetics* is concerned with how human speech sounds are produced, transmitted and perceived.
c. ***Phonology*** deals with the speakers' knowledge of the sound system of a language. **It** is interested in the function and possible combinations of sounds within the sound system.

4. Branches of Phonetics

Articulatory phonetics

- describes how speech organs or articulators (the tongue, lips, vocal folds, teeth, nose, etc.) produce or articulate the human speech sounds.

Acoustic phonetics

- deals with the physical properties of speech sounds as sound waves in the air; in other words, it is concerned with what happens in the air between speaker and hearer.

Auditory phonetics (perceptual)

- investigates the perception and the identification of speech sounds by the listener, i.e. how the sounds are transmitted from the ear to the brain, and how the brain interprets the information coming from the ear.

3. THE DIFFERENCE BETWEEN PHONETICS AND PHONOLOGY

Phonetics	Phonology
1. Phonetics is a subfield of descriptive linguistics.	1. Phonology is an area of theoretical linguistics.
2. Phonetics is the basis for phonological analysis.	2. Phonology is concerned with the abstract, grammatical characterization of systems of sounds or signs.
3. Phonetics (the study of the physical aspects of sound) analyzes the production of all human speech sounds of any language.	3. Phonology analyses the sound patterns of a particular language.
4. Phonetics is strictly about audible sounds.	4. Phonology explores the differences between the sounds in a language that that change the meaning of an utterance.
5. Phonetics is concerned with the form, i.e. the physical properties of sounds.	5. Phonology is concerned with the function, i.e. the differences and similarities of sounds.
6. In phonetics, the smallest sound unit in a given language is the phoneme.	6. In phonology the minimal meaningful sound unit is called a phone (allophone).
7. Phonetics deals with the different realisations of language phonemes in phonetic transcription of speech sounds using square brackets [ ].	7. Phonology deals with phonemic transcription for a specific language using the slashes / / in phonemic transcription.

5. Whose pronunciation are we describing in PHONETICS?

A standard variety is the form of a language that is generally associated with educated speakers. The standard variety of English in the UK is called *Standard British English* (Received Pronunciation*) RP* which is used in our lectures.

The standard variety spoken in the United States is called *General American English (GA)* which is not used in our context.

In Algeria, we teach and learn RP, as our model to illustrate English phonetics and phonology. RP is also the accent used in British dictionaries and textbooks.

RP is the most prestigious accent of English, for example, it was first called *Public School Pronunciation* then renamed as Received Pronunciation, or simply RP, in the 1920s.

RP was initially described by the British phonetician Daniel Jones (1881-1967) in the first edition of his *English Pronouncing Dictionary* in 1917.

The need for a transcription system

Consider written English

enough through thorough thought bough

More examples in English

The vowel **/i:/** can be written ‘ea’ as in r**ea**d ‘ee’ as in sl**ee**p

‘ie’ as in bel**ie**ve ‘ei’ as in rec**ei**ve

The English sound **/f /** may be represented ‘f’ as in **f**rame ‘ph’ as in **ph**otogra**ph**

‘gh’ as in enou**gh**

One vowel can be pronounced differently. For example the vowel **‘a’** can be

pronounced /æ/ as in c**a**t /eɪ/ as in sh**a**pe /ɑː/ as in l**a**st /ɪ/ as in short**a**ge

The International Phonetic Alphabet (IPA)

It is devised in the 19th Century to help describe the sounds of languages independently of a language's orthography (= writing system).

- Under continuous revision. . Last major revision was in 1993 then in 2005.

the international phonetic alphabet (2005)

consonants (pulmonic)	LABIAL		CORONAL				DORSAL				RADICAL		LARYNGEAL
	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Retroflex	Alveolo-palatal	Palatal	Velar	Uvular	Pharyngeal	Epi-glottal	Glottal
Nasal	m	ɱ		n		ɳ		ɲ	ŋ	ɴ			
Plosive	p b			t d		ʈ ɖ		c ɟ	k g	q ɢ		ʡ	ʔ
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ɕ ʑ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	ʜ ʢ	h ɦ
Approximant		ʋ		ɹ		ɻ		j	ɰ				
Tap, flap		ⱱ		ɾ		ɽ							
Trill	ʙ			r						ʀ		ʀ	
Lateral fricative				ɬ ɮ									
Lateral approximant				l		ɭ		ʎ	ʟ				
Lateral flap				ɺ		ɭ̆							

Where symbols appear in pairs, the one to the right represents a modally voiced consonant, except for murmured ɦ.
Shaded areas denote articulations judged to be impossible. Light grey letters are unofficial extensions of the IPA.

The Establishment of the IPA

- Paul Passy presided the International Phonetic Association since its foundation
- IPA was created in 1886 by Paul Passy, Henry Sweet and Daniel Jones

Paul Passy, founder of the International Phonetic Association

ðə lɑ:st m.f.

əz membəz wɪl nəʊ, ðɪs ɪz ðə lɑ:st nʌmbər əv ðɪ **m.f.** ɪn ɪts preznt fɔ:m. ɑ: dʒɜ:nl wəz pʌblɪʃt fə ðə fɜ:st taɪm ɪn 1889, ðəʊ pri:vjəslɪ, frəm 1886, ɪt əd əpɪəd əz " ðə fənetɪk ti:tʃə ". ɪn 1889, ɑ:r əsəʊsɪeɪʃn hæd 321 membəz ɪn 18 kʌntrɪz, ðə mədʒɒrətɪ kʌmɪŋ frəm *swi:dn, *dʒɜ:mənɪ ən *frɑ:ns. tədeɪ, wi: hæv mɔ: ðn 800 membəz ɪn əʊvə 40 kʌntrɪz, ðə greɪt mədʒɒrətɪ kʌmɪŋ frəm ðə *jʊnaɪtɪd steɪts ən *greɪt brɪtn.

nɑʊ ðət wi: əv dɪsaɪdɪd tə prɪnt ɑ: nju: *Journal* ɪn ɔ:θɒgrəfɪ, fə ðə fɜ:st taɪm ɪn dʒu:n 1971, ɪt ɪz həʊpt ðət ðə ri:dəʃɪp wɪl bɪ ɪnlɑ:dʒd ən ðət kɒntrɪbju:ʃnz wɪl bɪ rɪsi:vd frəm ə waɪdə sɜ:kl əv fəʊnɪtɪʃnz ən ti:tʃəz. məʊst əv ɑ: membəz hu: əv rɪplaɪd tə ðə sɜ:kjələr ɪn ðə lɑ:st **m.f.** həv sɪgnɪfaɪd ðət ðeɪ wɪʃ tə kəntɪnju: tə səbskraɪb tə ðə nju: *Journal*. ðəʊz hu: əv nɒt jet ɪnfɔ:md əs əv ðɛər ɪntenʃnz ər ɜ:dʒd tə du: səʊ wɪðɑʊt dɪleɪ, sɪns ɑ: faɪmænsɪz wɪl nɒt əlɑʊ əs tə send ðə *Journal* tə fɔ:mə membəz hu:z səbskrɪpʃnz ə nɒt rɪnju:d.

7. IMPORTANCE OF LEARNING PHONETICS

Because of the confusing nature of the English spelling, it is particularly important to learn English pronunciation in terms of phonemes rather than letters of the alphabet. So, it is important to learn English phonetics mainly because there is not always a correspondence between the English spoken form and the written form. One sound may have many graphical representations and many words are not pronounced as written.

Task 1: ***try to pronounce the following words correctly then score yourself:***

1. Chloe 2. Colonel 3. Choir 4. Sixth 5. Derby

6. Albeit 7. Lieutenant 8. Gauge 9. Leicester 10. Psalm

Score: Correct answers …. Wrong Answers …. …. /10

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Task 2: ***How many letters and how many sounds (Check spelling and pronunciation)***

1. Begged	1	2	3	4	5	6	7
2. Graphic	1	2	3	4	5	6	7
3. Fished	1	2	3	4	5	6	7
4. Quick	1	2	3	4	5	6	7
5. Listen	1	2	3	4	5	6	7
6. Damned	1	2	3	4	5	6	7

Circle the correct number.

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Summary of the Lecture

In this lecture we have introduced:

- Phonetics—basics:
- Definition: the study of the physical properties of human speech sounds.
- In phonetics we refer to individual sounds as *phonemes* or *sounds*; Never *letters*
- All phonetic transcription is done within phonetic brackets: See /si:/
- Fields of Phonetics:
- Articulatory phonetics
  - How sounds are produced.
- Acoustic phonetics
  - Physical properties of sounds.
- Auditory phonetics
  - How sounds are perceived.
- System of Representation (Phonetic Transcription):

In **IPA** transcription, one phone (IPA symbol) usually equals one sound.

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Time For Research:

Task 1:

Write a paper about the main features of phonetic studies and their real use in improving English pronunciation.

Task 2:

What is the difference between a letter and a sound?

Task 3:

In what way are phonetics and phonology similar and/or different?

Teacher:
Mr.Aounali
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English Department

Module: English Phonetics

Lecture 2: The Speech Mechanism (Vocal Organs)

Objectives: *By the end of this course you'll be able to:*

1- Recognise the vocal tract and name each speech organ

2- Know the function of each organ in the production of English sounds.

3- Use the previous information in defining the properties of English sounds.

4- Produce some English sounds with correct pronunciation.

2- HOW WE PRODUCE SPEECH

- The speech is produced using the **organs of speech** or the **speech mechanism**. But one curious thing about the organs of speech is that none of them started out that way. They are all ‘designed’ for purposes other than speech. For example, the lungs are primarily intended for breathing; the teeth and the tongue for chewing up food and passing it down to the stomach. This has sometimes led scientists to call speech an ‘overlaid function’. Nevertheless, the human being is uniquely a *speaking* creature, all the organs of speech have developed in very specialised ways often quite remote from their original purpose. Perhaps the best example of this is the larynx (see below). This was originally a device for keeping chewed-up food from entering the lungs, but it has evolved into one of the most intricate parts of the vocal apparatus, playing a crucial role in speech.
- The majority of the sounds found in human speech are produced by an **egressive pulmonic airstream** *(an outgoing stream of air produced from lungs*)
- by means of contraction (partially collapsing *inwards*) and thus pushing the air contained within them *outwards*.

The Vocal Tract (Speech Organs)

3- Speech Organs:

First, we will discuss all the steps of the production of human speech sounds

All the organs shown below in figure (1) contribute in the production of speech. All the sounds of English are made using air on its way out from the **lungs**. The lungs pull in and push out air, helped by the **diaphragm**. The air goes out via the **trachea**, where the first obstruction it meets is **the larynx**. Inside the larynx the air passes by the **vocal folds** (cords), which, may vibrate or not. Afterwards, it goes up through the **pharynx**, and escapes via either the **oral** or the **nasal** cavity.

HEAD Articulatory system

THROAT Phonatory system

CHEST Respiratory system

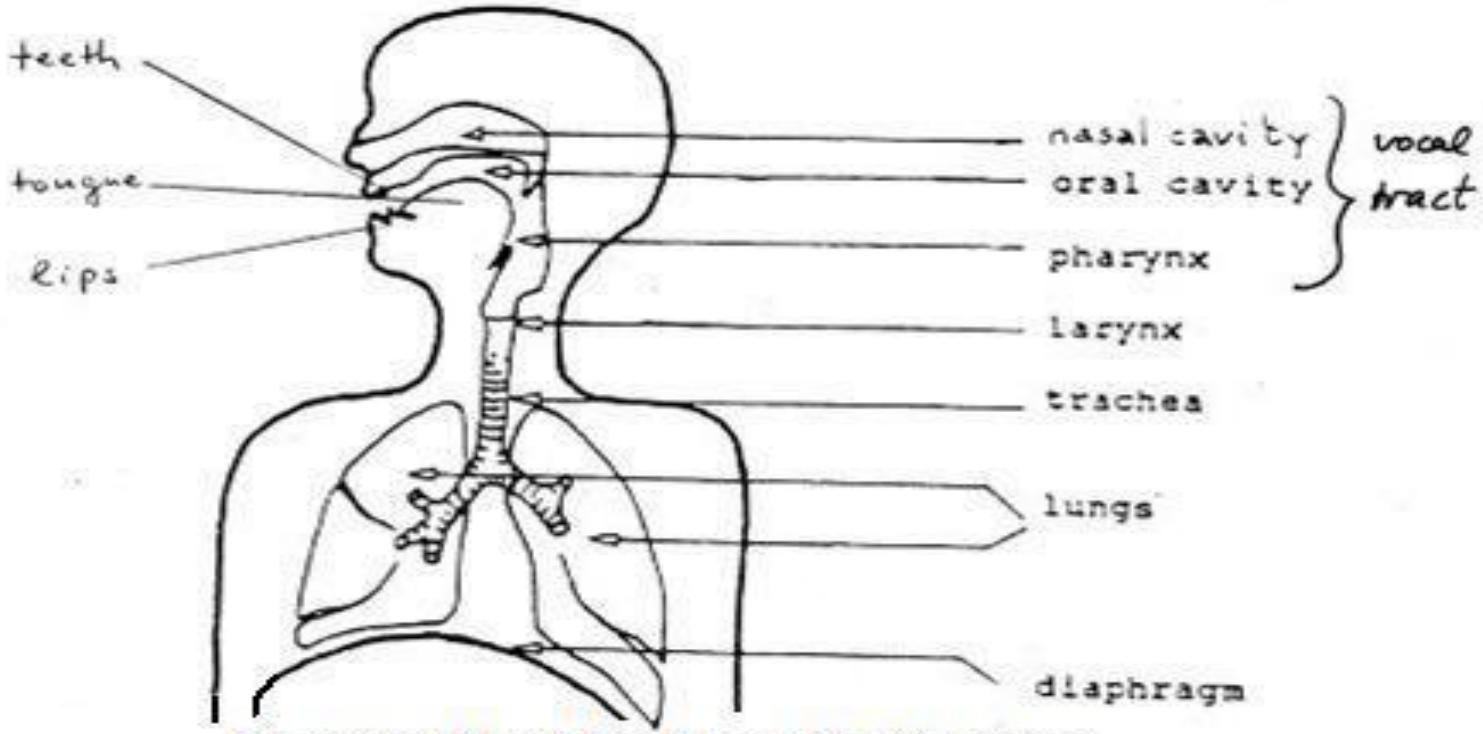


Figure (1): The Speech Organs

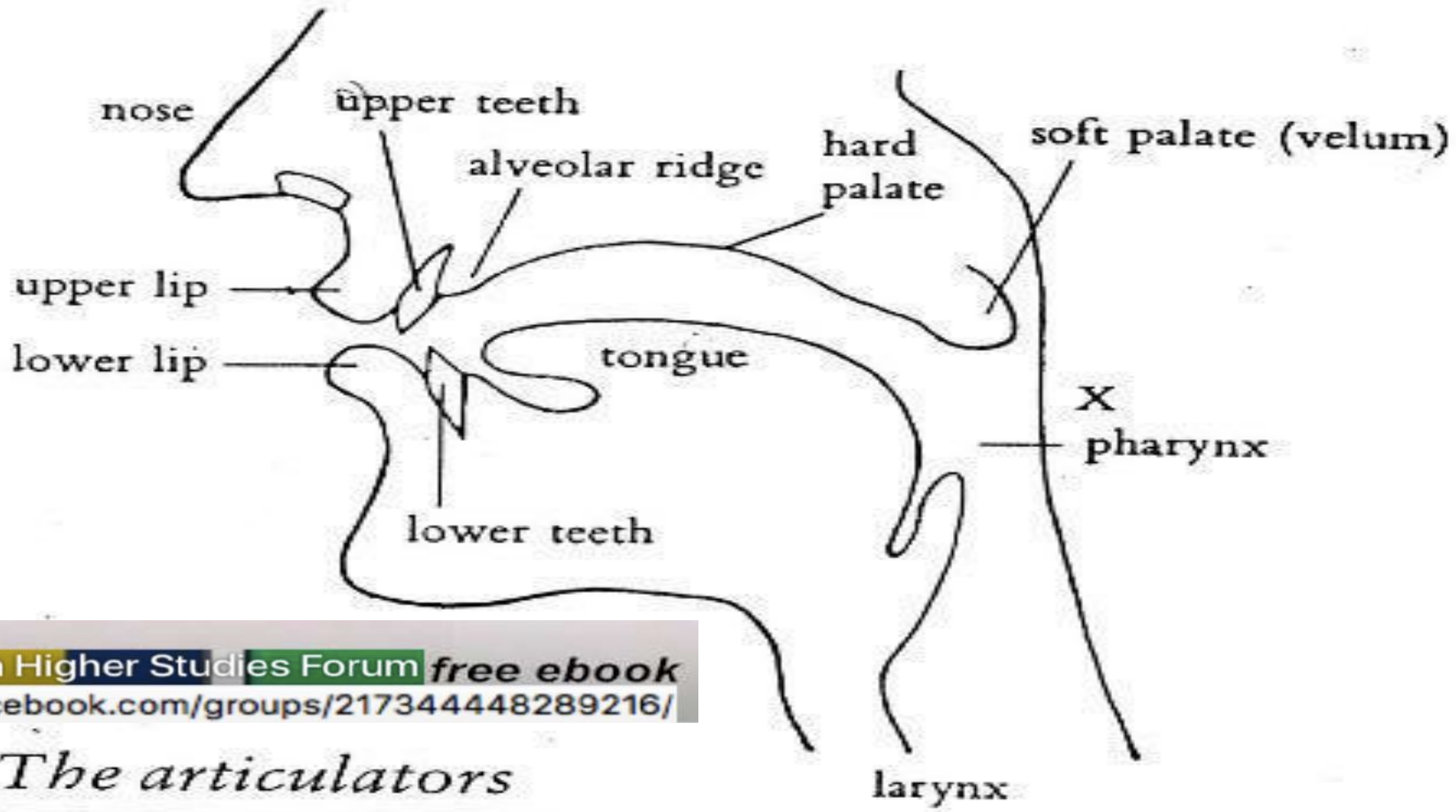


Figure (2): The places of articulation (Roach 1983: 8)

Almost all the organs involved in speech production also have other functions. The lungs and the diaphragm are obviously involved in breathing, as is the nasal cavity, which cleans, heats and humidifies the air that is breathed in. The teeth and the tongue play a part in digestion, and in a way, so do the vocal folds, as they have to be closed when swallowing, to keep the food from going down on the wrong way.

The Vocal Tract (Speech Organs)

There are 4 places in which a sound can be modified. You have to add to this the fact that the vocal folds can vibrate.

English Noun	Adjective
Glottis	glottal
Larynx	laryngeal
Pharynx	pharyngeal
Epiglottis	epiglottal
Tongue back/dorsum	dorsal
Corona	coronal
Tongue tip/apex	apical
Tongue blade/lamina	laminal
Alveolar ridge	alveolar
Hard palate	palatal
Soft palate/velum	velar
Uvula	uvular
Lungs	pulmonal
Teeth	dental
Lips	labial
Nasal cavity	nasal

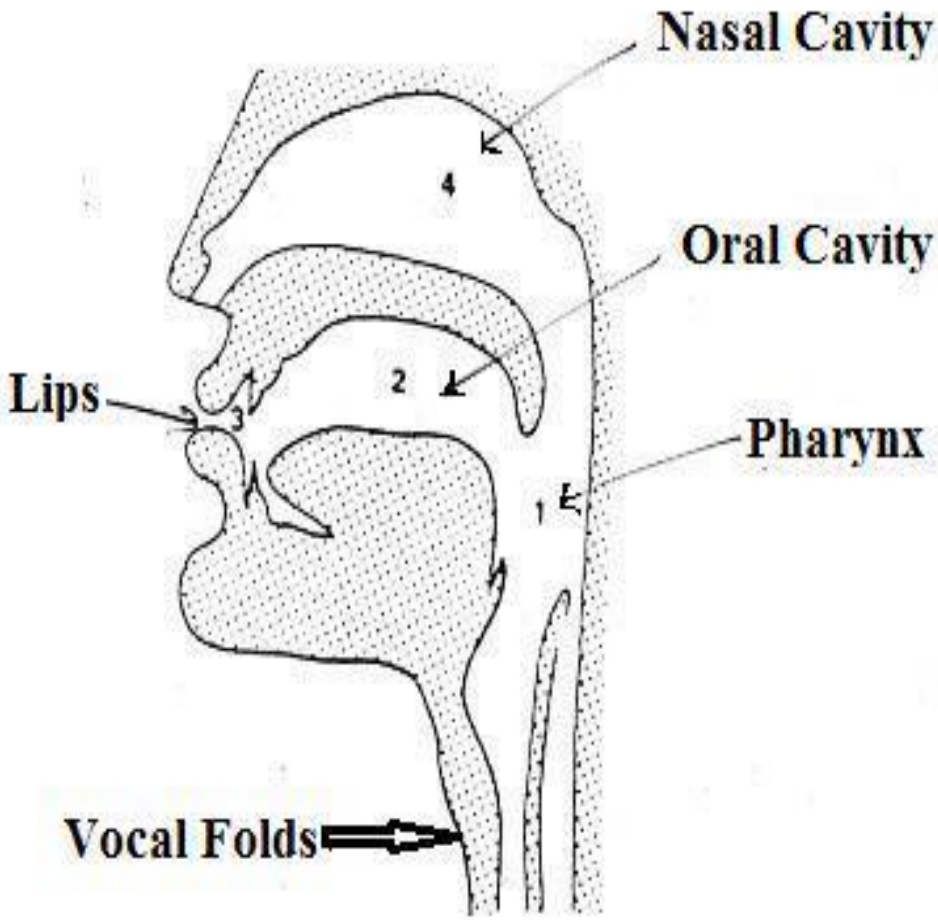


Figure (3): Sound Modification Places. (Thomas 1976:33)

Digestive & respiratory systems

Digestive system

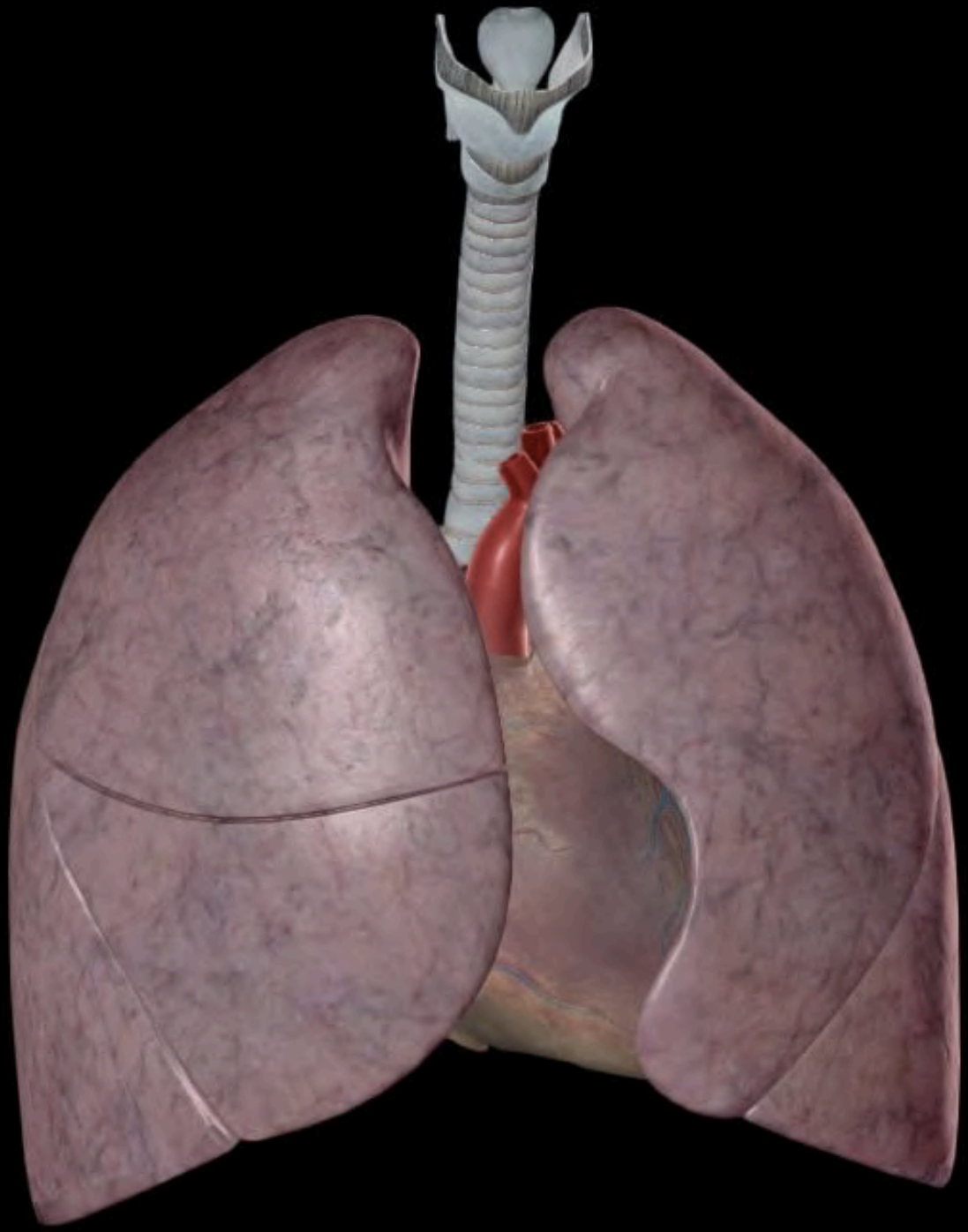
Mouth, Pharynx, Esophagus

Respiratory system

Lungs, trachea, Larynx

Energy source

Diaphragm



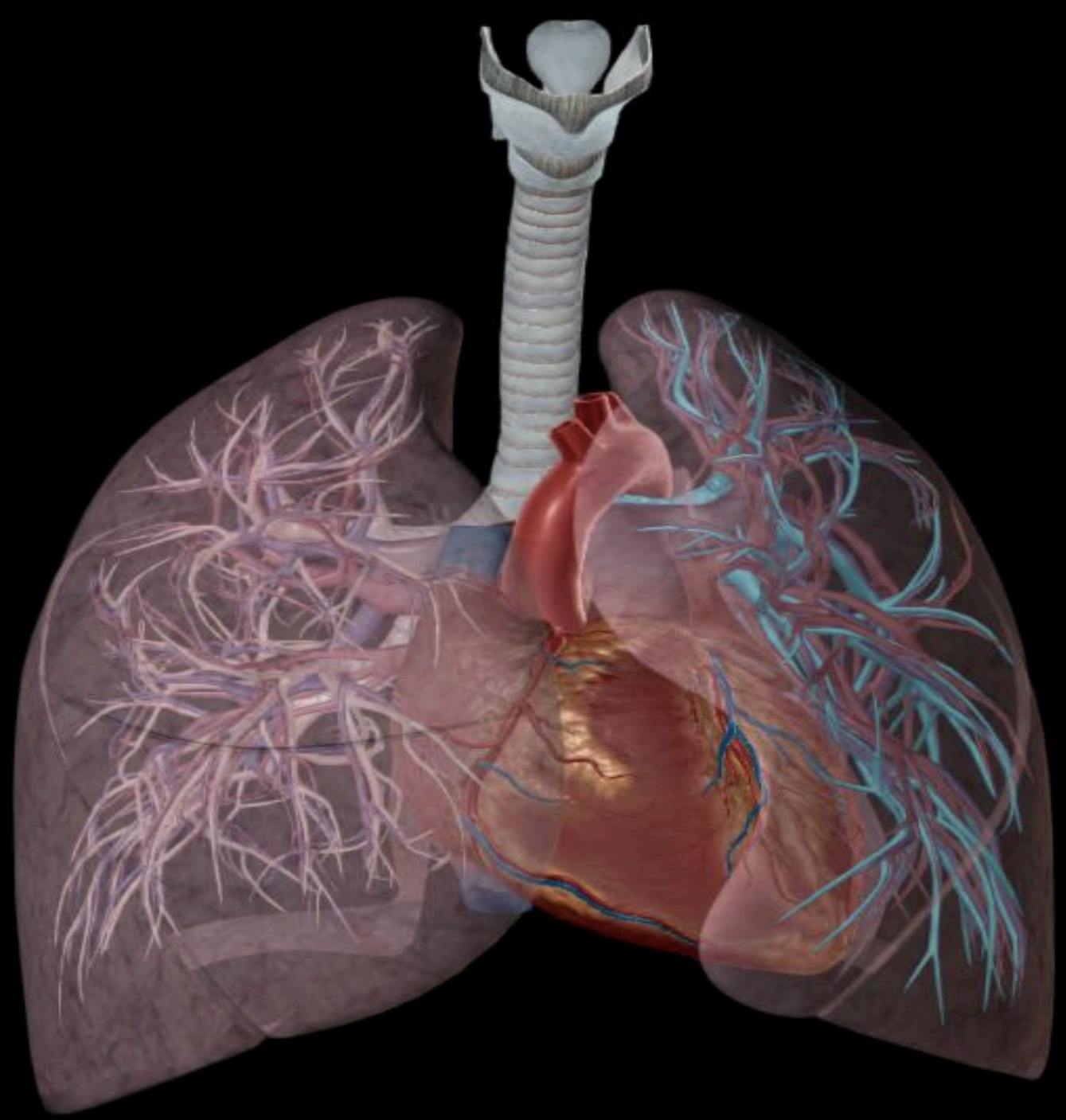
Respiratory System

Lower respiratory system

Lungs

Lungs

The lungs (r, l)—the sites of gas exchange in the lower respiratory system—are the essential organs of the respiratory system. One lung is situated on either side of the thoracic cage and is separated from the other by the heart and portions of other thoracic structures. Each lung is conical and has a light, porous, spongy texture; it is also highly elastic, as befits an organ that alternately expands and contracts during breathing. A delicate, double-layered serous membrane, the pleura (plural: pleurae) covers the surface of each lung and dips into the fissures between its lobes. The potential space between the two pleural layers contains fluid that prevents the moving lungs from chafing against the thorax wall. The lungs rest atop the muscular diaphragm. The left lung is divided into two lobes, upper and lower. The right lung is divided into three lobes, superior, middle (the smallest), and inferior. The lobes of both lungs are divided into segments consisting of smaller areas of



Respiratory System

Lower respiratory system

Bronchi and subdivisions, L

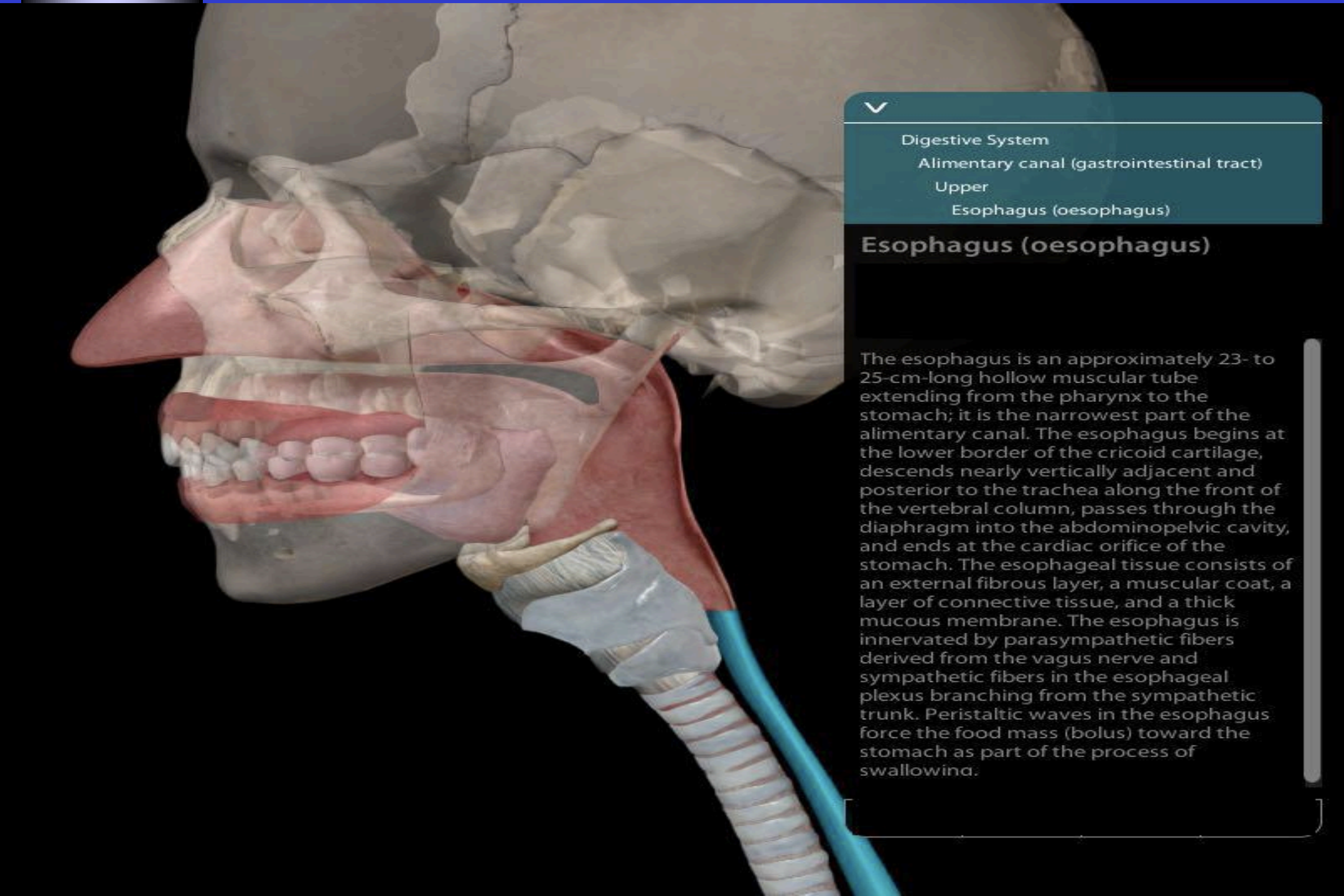
Bronchi

The bronchi and its subdivisions (r, l) are the major airways of the lower respiratory system. The bronchi begin at the right and left primary bronchus and divide into secondary bronchi of smaller diameter that enter the lungs. In the lungs, further branching results in still narrower secondary and tertiary bronchi that in turn subdivide into bronchioles. Inhaled air moves from the larynx into the right or left bronchi and passes into the branching smaller airways in the lungs (secondary bronchi, tertiary bronchi, and higher-order branches and bronchioles). These progressively smaller airways deliver oxygen-rich air to the lungs, where gas exchange occurs in tiny air sacs called alveoli. Exhaled oxygen-poor and carbon dioxide–rich air leaves the body by the reverse route.

Respiratory System
Lower respiratory system
Trachea
Trachea

Trachea

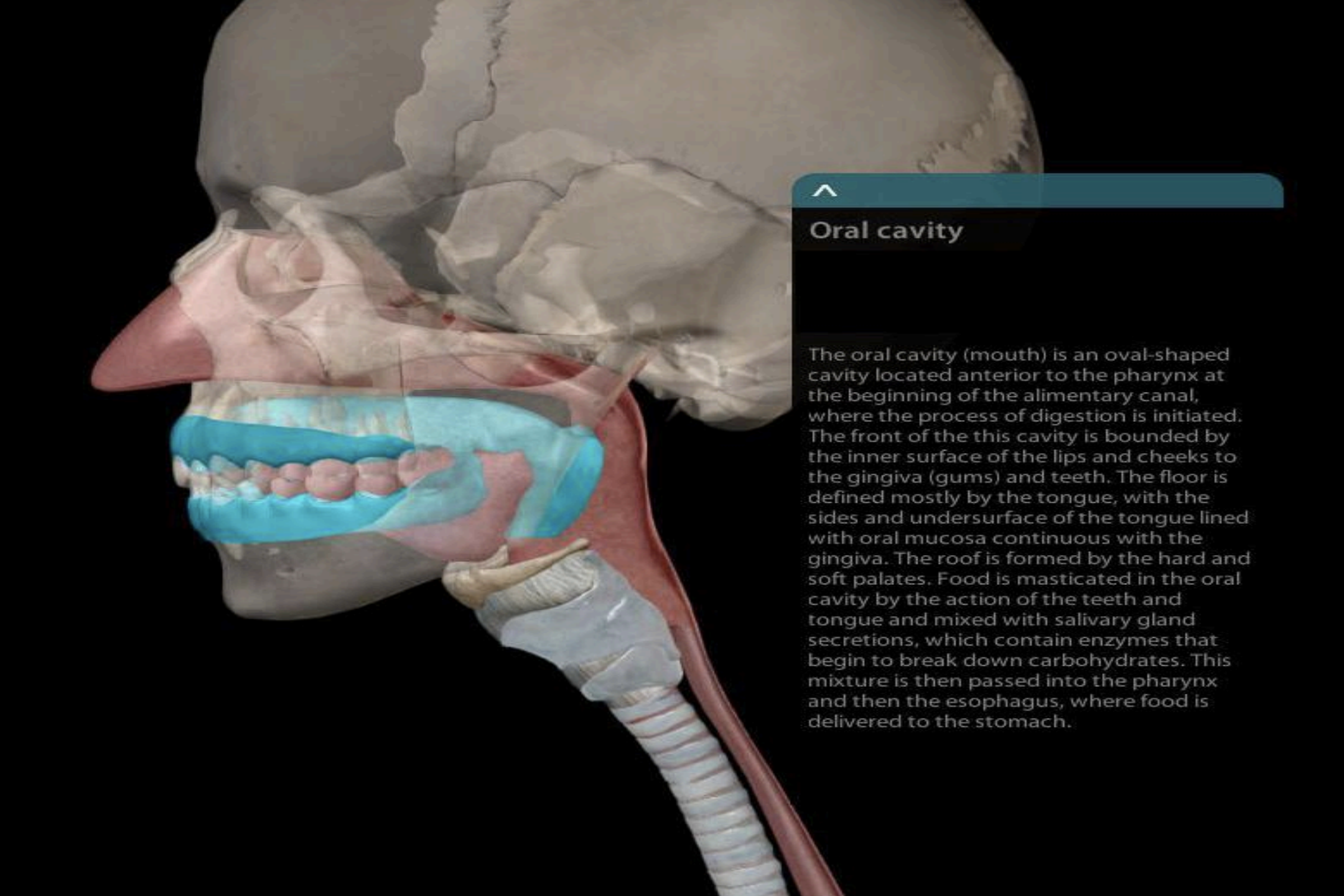
The trachea or windpipe is a major airway of the lower respiratory system. The trachea is a cartilaginous and membranous tube extending from the lower part of the larynx to the upper border of the fifth thoracic vertebra, where it divides into the two bronchi, one for each lung. The trachea is an almost cylindrical structure that measures about 11 cm long with a diameter of about 2.5 cm. Like the upper bronchi, the trachea is composed of rings of hyaline cartilage wrapped in elastic fibrous membrane; its interior is lined with a mucous membrane. The tracheal cartilages are stacked horizontally and separated by narrow intervals. They provide structural support that helps keep the airway open and typically are highly elastic until advanced age. The number of cartilages varies from 16 to 20; each forms an incomplete, crescent-shaped ring around the frontal (anterior) two-thirds of the tube.



Digestive System
Alimentary canal (gastrointestinal tract)
Upper
Esophagus (oesophagus)

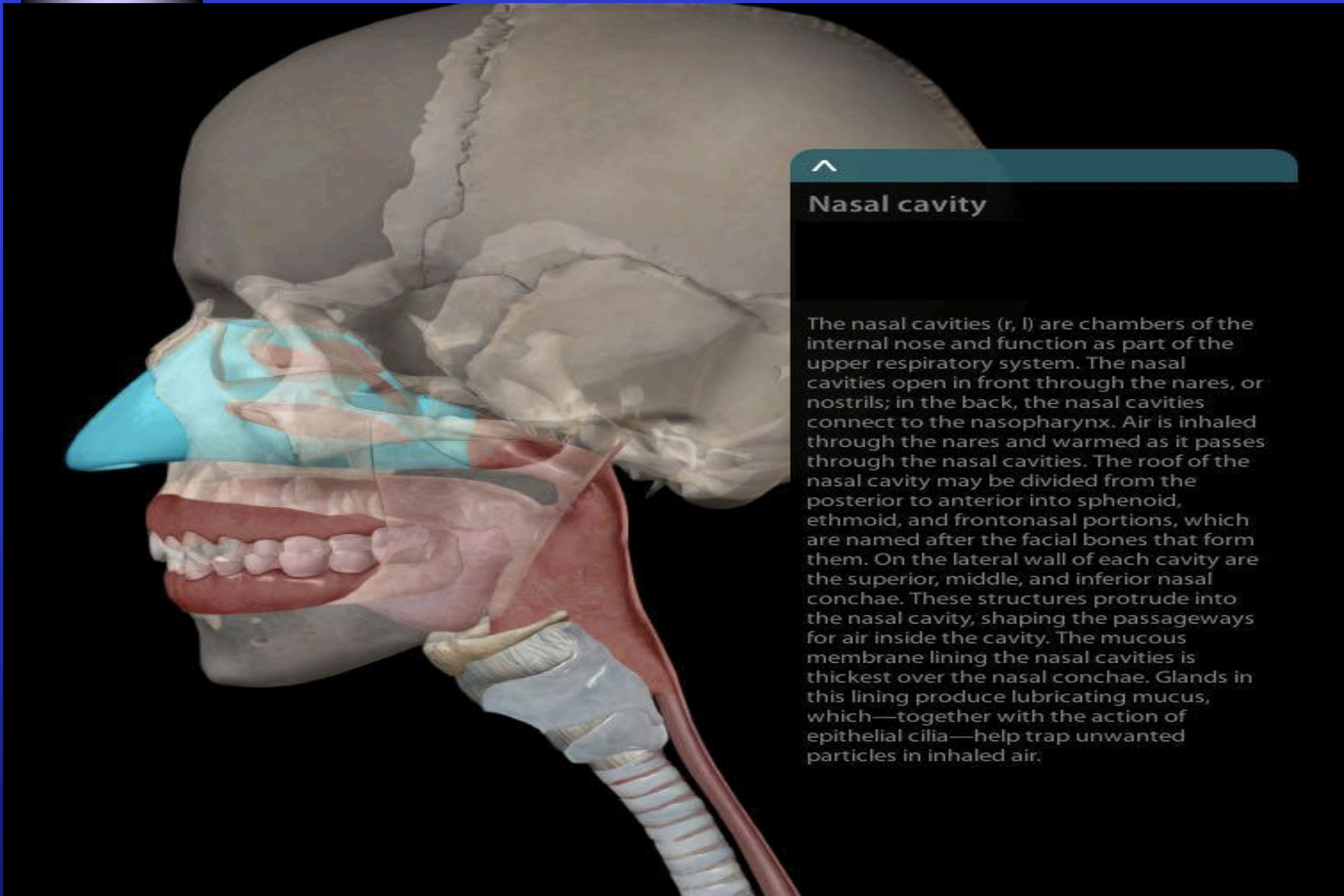
Esophagus (oesophagus)

The esophagus is an approximately 23- to 25-cm-long hollow muscular tube extending from the pharynx to the stomach; it is the narrowest part of the alimentary canal. The esophagus begins at the lower border of the cricoid cartilage, descends nearly vertically adjacent and posterior to the trachea along the front of the vertebral column, passes through the diaphragm into the abdominopelvic cavity, and ends at the cardiac orifice of the stomach. The esophageal tissue consists of an external fibrous layer, a muscular coat, a layer of connective tissue, and a thick mucous membrane. The esophagus is innervated by parasympathetic fibers derived from the vagus nerve and sympathetic fibers in the esophageal plexus branching from the sympathetic trunk. Peristaltic waves in the esophagus force the food mass (bolus) toward the stomach as part of the process of swallowing.



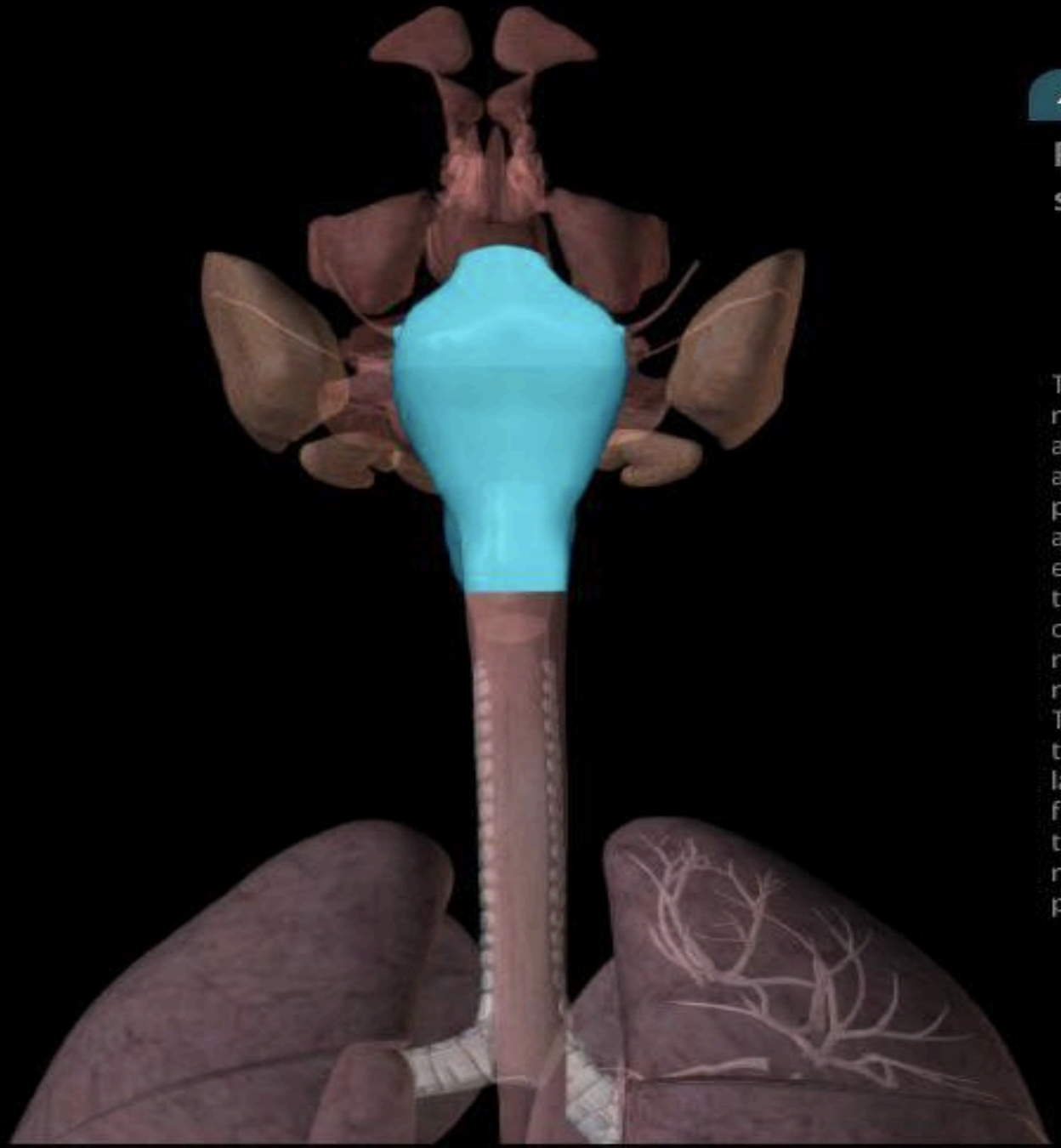
Oral cavity

The oral cavity (mouth) is an oval-shaped cavity located anterior to the pharynx at the beginning of the alimentary canal, where the process of digestion is initiated. The front of the this cavity is bounded by the inner surface of the lips and cheeks to the gingiva (gums) and teeth. The floor is defined mostly by the tongue, with the sides and undersurface of the tongue lined with oral mucosa continuous with the gingiva. The roof is formed by the hard and soft palates. Food is masticated in the oral cavity by the action of the teeth and tongue and mixed with salivary gland secretions, which contain enzymes that begin to break down carbohydrates. This mixture is then passed into the pharynx and then the esophagus, where food is delivered to the stomach.



Nasal cavity

The nasal cavities (r, l) are chambers of the internal nose and function as part of the upper respiratory system. The nasal cavities open in front through the nares, or nostrils; in the back, the nasal cavities connect to the nasopharynx. Air is inhaled through the nares and warmed as it passes through the nasal cavities. The roof of the nasal cavity may be divided from the posterior to anterior into sphenoid, ethmoid, and frontonasal portions, which are named after the facial bones that form them. On the lateral wall of each cavity are the superior, middle, and inferior nasal conchae. These structures protrude into the nasal cavity, shaping the passageways for air inside the cavity. The mucous membrane lining the nasal cavities is thickest over the nasal conchae. Glands in this lining produce lubricating mucus, which—together with the action of epithelial cilia—help trap unwanted particles in inhaled air.



Pharynx* (see also: digestive system)

The pharynx is a 12.5-cm conical musculomembranous tube that functions as part of the alimentary canal and as an airway in the upper respiratory system. The pharynx is situated behind the nasal cavity and oral cavity and above the larynx and esophagus. The pharynx is divided into three segments: the nasopharynx, the oropharynx, and the laryngopharynx. The nasal part, or nasopharynx, lies behind the nose and above the level of the soft palate. The oral part, or oropharynx, extends from the soft palate to the hyoid bone. The laryngeal part, or laryngopharynx, reaches from the hyoid bone to the lower border of the cricoid cartilage, where its rear portion merges with the esophagus and its front portion merges with the larynx.

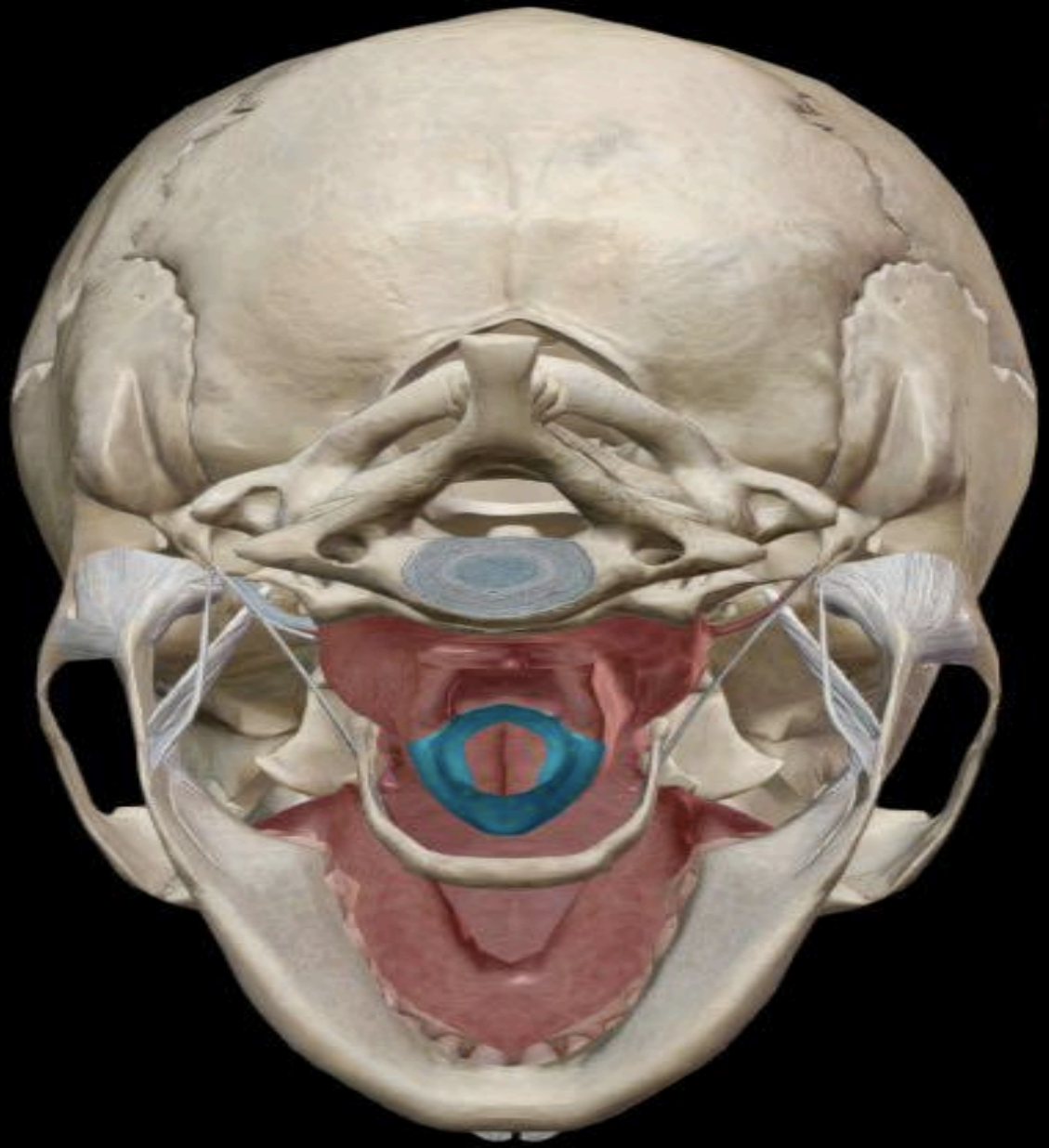
Skeletal System

Axial

Laryngeal skeleton

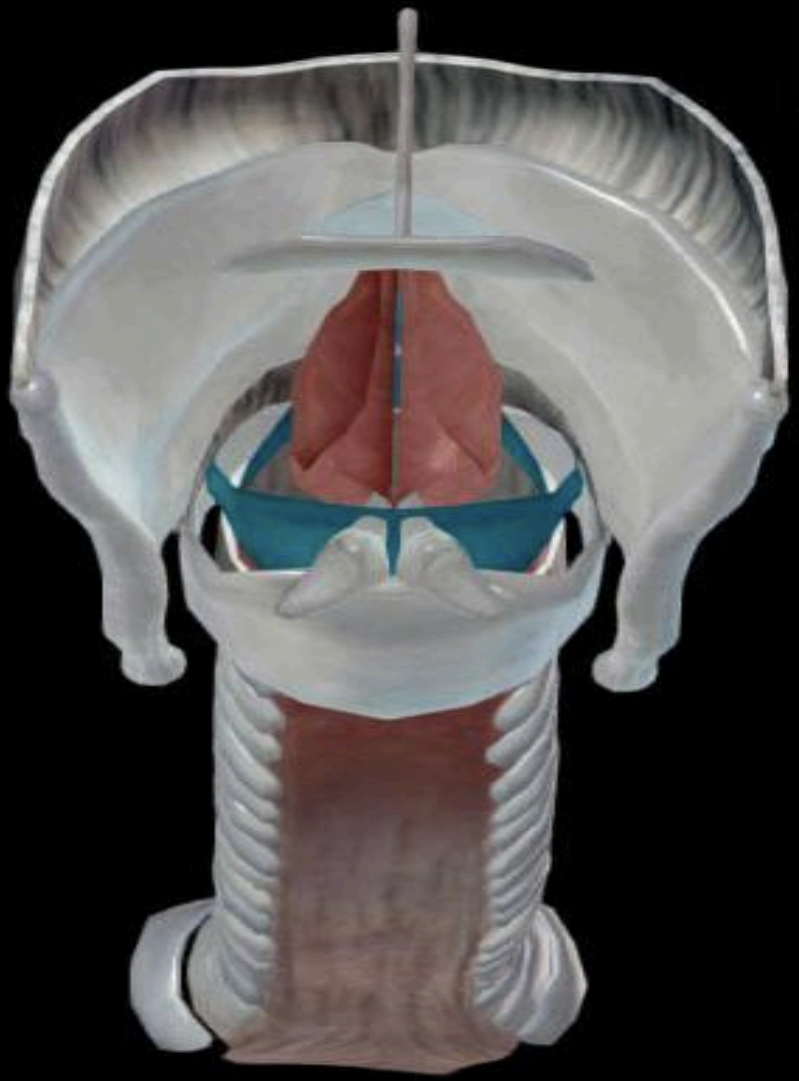
Laryngeal skeleton

The laryngeal skeleton is composed of nine cartilages attached to structures of the axial skeleton. It is located between the trachea and the root of the tongue, where it forms the lower part of the anterior wall of the pharynx. The nine cartilages are: the epiglottis, the thyroid cartilage, and the cricoid cartilage, which are unpaired; the vocal cartilages, which include two arytenoid cartilages and two corniculate cartilages; and the two cuneiform cartilages, which are located in the epiglottal folds on either side of the larynx. The cartilages of the laryngeal skeleton are connected by ligaments and moved by numerous muscles. The movements of the laryngeal skeleton both open and close the glottis and regulate the degree of tension of the vocal folds, which—when air is forced through them—produce vocal sounds. The level of tension controls pitch and volume.



Larynx

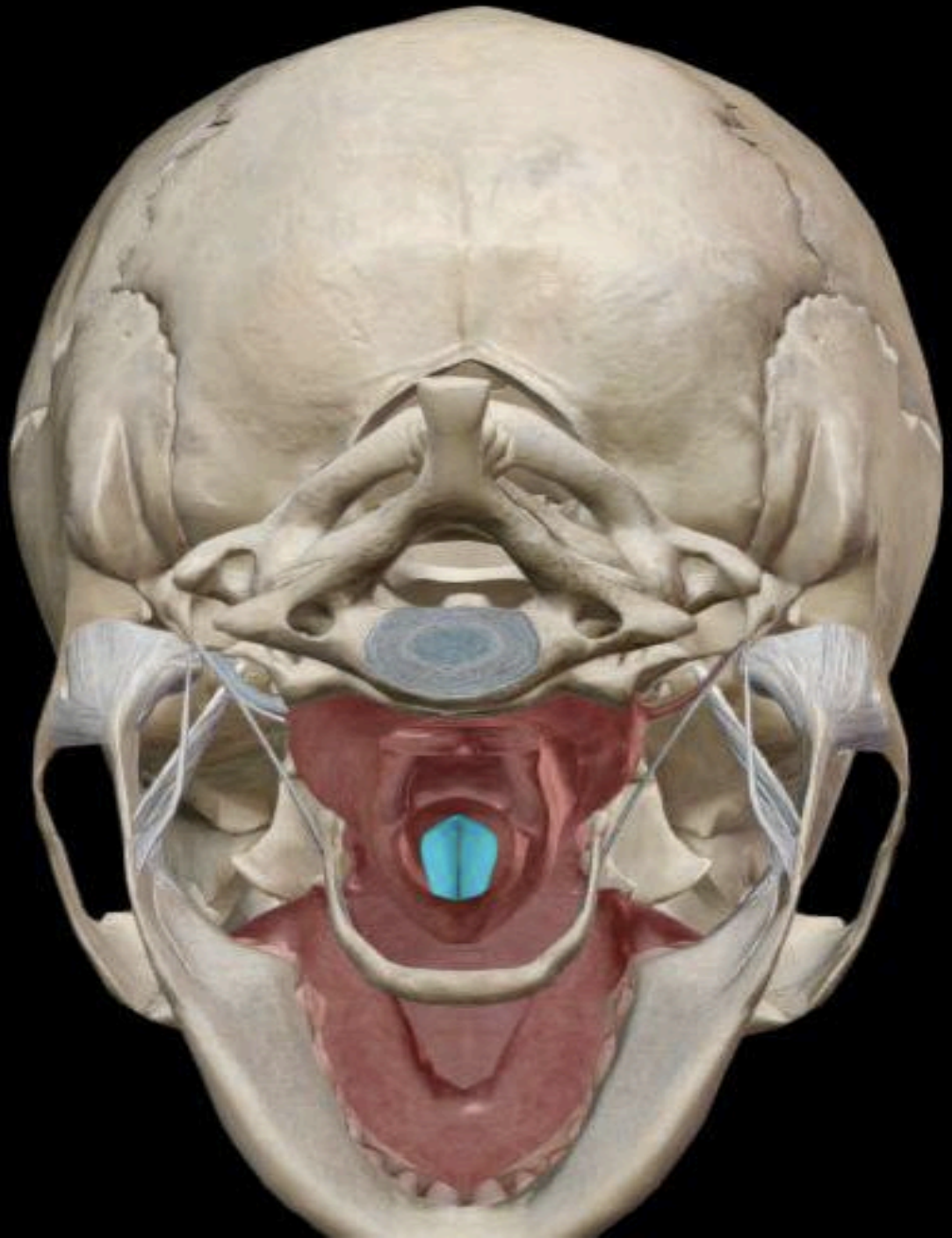
The larynx—the uppermost air passage of the lower respiratory system—is situated between the trachea and the root of the tongue in the upper anterior part of the neck. Its main function is to provide an airway for breathing. The larynx is supported by the laryngeal skeleton that is made up of nine cartilages connected by ligaments and moved by numerous muscles. The cricoid cartilage forms the lower and posterior parts of the larynx wall. The more superior thyroid cartilage is the largest cartilage of the larynx; a projection from this cartilage forms the laryngeal prominence known as the Adam's apple. The entrance to the larynx is bounded anteriorly by the epiglottis, posteriorly by the arytenoid and corniculate cartilages, and laterally by folds of mucous membrane. The cavity of the larynx extends from the laryngeal entrance to the lower border of the cricoid cartilage, where it merges with the trachea. Vestibular folds in the larynx, also known as the false vocal cords, facilitate swallowing and control air passage. Vocal folds, also known as the true vocal cords, are used in the production of sound and extend across the



Respiratory System
Upper respiratory system
Larynx
Larynx

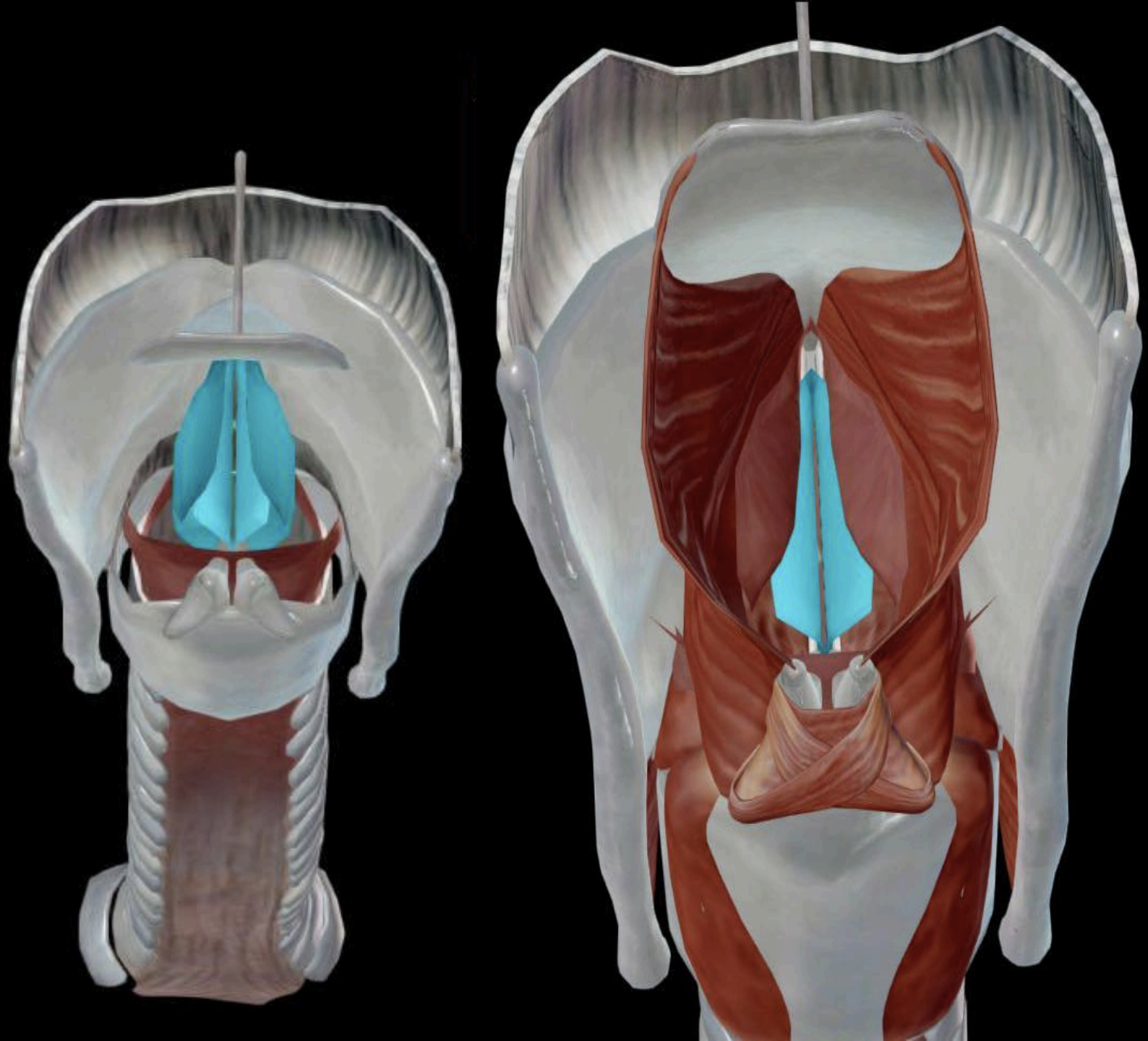
Larynx

The larynx—the uppermost air passage of the lower respiratory system—is situated between the trachea and the root of the tongue in the upper anterior part of the neck. Its main function is to provide an airway for breathing. The larynx is supported by the laryngeal skeleton that is made up of nine cartilages connected by ligaments and moved by numerous muscles. The cricoid cartilage forms the lower and posterior parts of the larynx wall. The more superior thyroid cartilage is the largest cartilage of the larynx; a projection from this cartilage forms the laryngeal prominence known as the Adam's apple.



Vocal folds (true vocal cords)

The vocal folds, also called the true vocal cords, extend across the cavity of the larynx, the uppermost air passage of the lower respiratory system. The folds enclose two strong bands, called the vocal ligaments, that are sheathed in a thin mucous membrane. Passing air can vibrate the folds, allowing them to function in the production of sound. The vocal folds and the elongated fissure or opening between them (called the rima glottidis) together are called the glottis. The pitch of sounds changes as various muscles regulate the degree of tension of the vocal folds.



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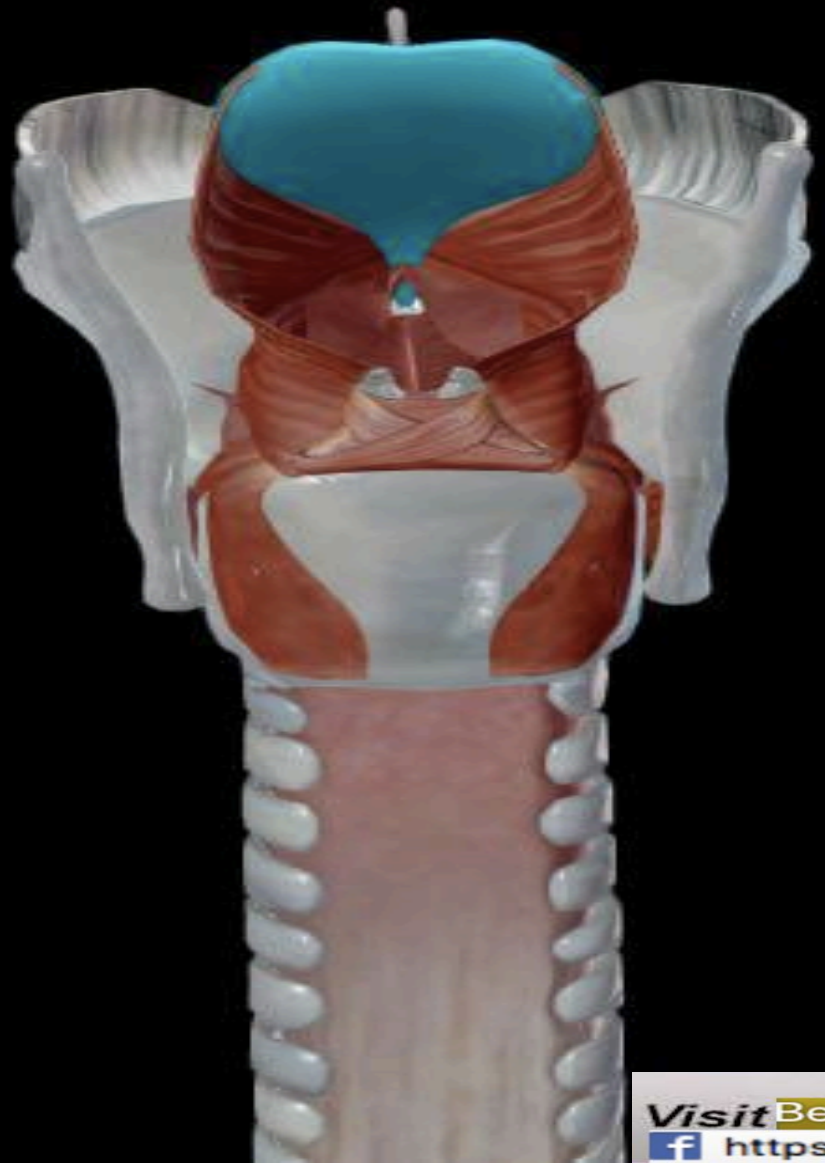
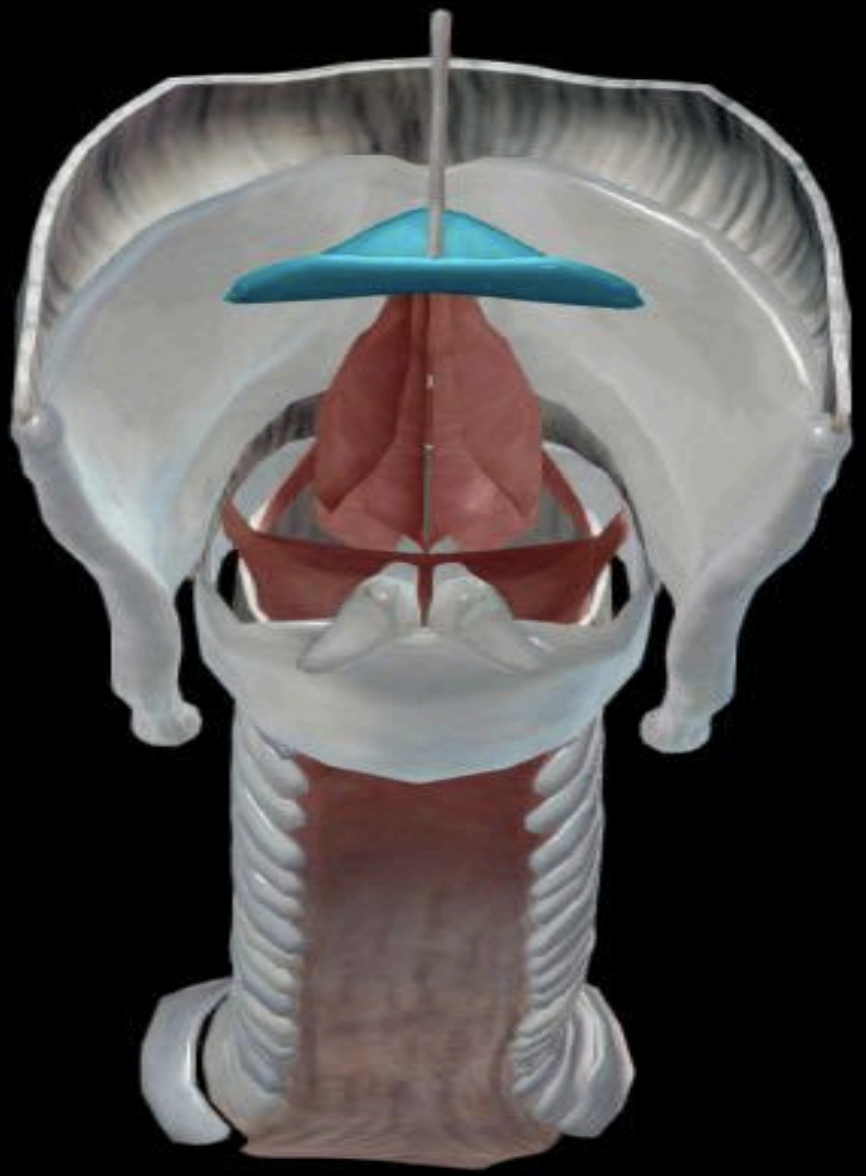
Epiglottis

Epiglottis



The epiglottis is one of the nine cartilages that join to form the laryngeal (also known as the larynx or voice box), which is attached to structures of the axial skeleton. This unpaired structure is leaf-shaped and contains a thin layer of elastic cartilage attached by the thyroepiglottic ligament to the thyroid cartilage. The epiglottis projects obliquely upward behind the root of the tongue, in front of the entrance to the larynx. The free margin is broad and rounded and its anterior surface is connected to the hyoid bone by an elastic hyoepiglottic ligament. The epiglottis is usually directed upward toward the pharynx, but during swallowing, muscles pull it down to close the entry to the larynx and prevent food from entering the trachea.



Laryngeal skeleton

Epiglottis

Epiglottis

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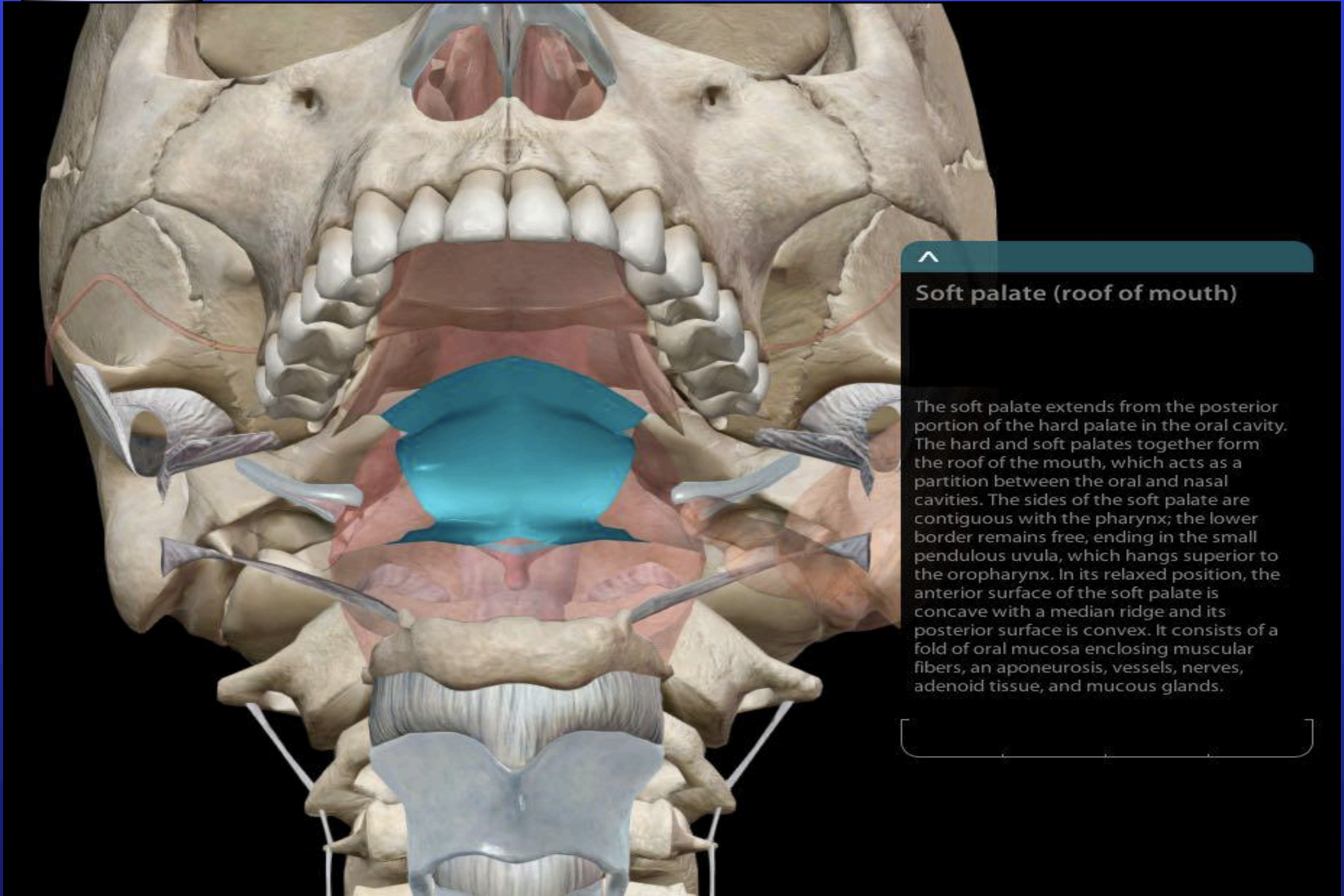
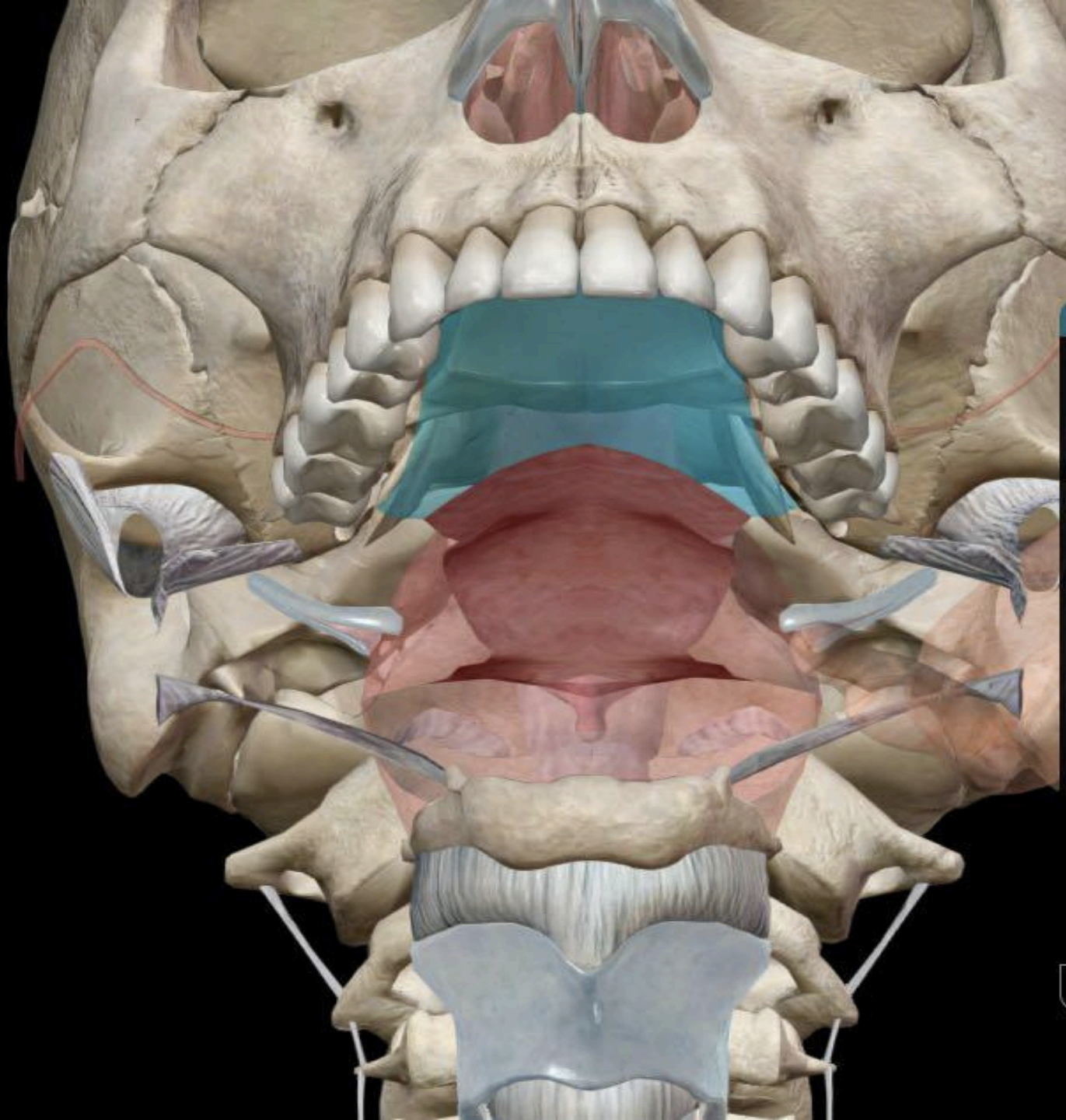


Soft palate (roof of mouth)

The soft palate extends from the posterior portion of the hard palate in the oral cavity. The hard and soft palates together form the roof of the mouth, which acts as a partition between the oral and nasal cavities. The sides of the soft palate are contiguous with the pharynx; the lower border remains free, ending in the small pendulous uvula, which hangs superior to the oropharynx. In its relaxed position, the anterior surface of the soft palate is concave with a median ridge and its posterior surface is convex. It consists of a fold of oral mucosa enclosing muscular fibers, an aponeurosis, vessels, nerves, adenoid tissue, and mucous glands.



Hard palate (roof of mouth, bony palate)

The hard palate (or bony palate) forms the bony roof of the oral cavity, which is the beginning of the alimentary canal. The hard palate separates the mouth from the nasal cavity and is formed by the maxillary and palatine bones. The hard palate is bounded in the front and along the sides by the alveolar processes and is continuous with the soft palate in the back. It is covered by a dense mucous membrane that is thick, pale in color; this membrane is also corrugated in the front and thin, smooth, and of a deeper color behind as it extends onto the soft palate. Along with the tongue, the hard palate contributes to both mastication of food and speech articulation.

The function of each organ in the Vocal tract:

1. The Vocal cords (folds)

When the air is released from the lungs up arrives first at the ***larynx*** which contains two elastic tissue lying opposite each other across the air passage. These are the vocal cords, which can move towards each other to stop or let the air to freely in the ***glottis.***

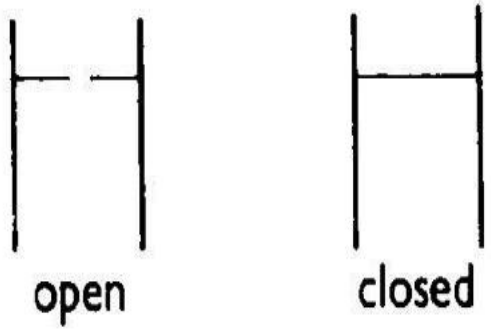
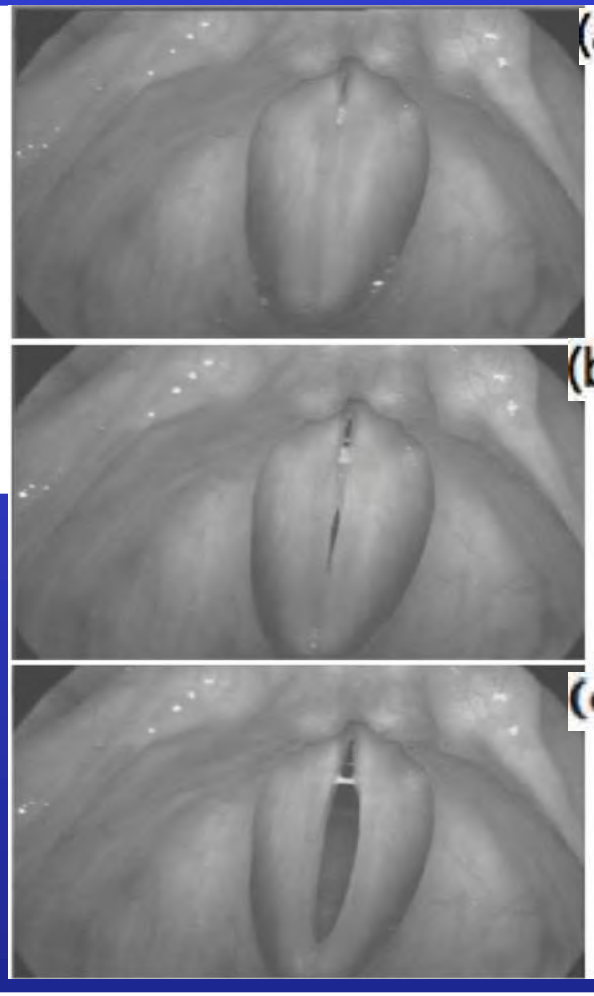


Fig. 2 The vocal cords

(a) Tightly closed for for swallowing and [?]

(b) Loosely together and vibrating for voiced sounds

(c) Open for breathing and voicless sounds



Say a long **/m/** sound and put your fingers on your neck by the side of the **larynx**. You will feel *the vibration* of the **vocal cords**. Now say a long **/s/** sound . You will feel *no vibration*. This vibration is called **voice**. Some English sounds have voice (they are called **voiced** sounds) and some do not (**voiceless** sounds).

2. Pharynx

It is the place which comes immediately above the larynx and behind the back of the tongue. It is between the larynx the nasal cavity.

3. The Palate

The palate, as shown below, forms the roof of the mouth and separates the mouth cavity from the nasal cavity. It contains hard, soft palate, and alveolar ridge, in which the former ends in the **uvular.** Soft palate can be lowered or raised

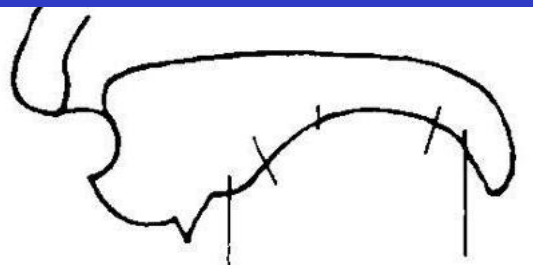


Fig. 5 The parts of the palate

4. The Teeth

The lower front teeth are not important in speech except in /s/, /z/. But the two upper front teeth are used more in English sounds like /**θ**/, /**ð**/.

5. The Tongue

The tongue is the most important of the organs of speech.

It is divided into four parts, the back of the tongue is under the soft palate and the front is under the hard palate whereas the blade is under the alveolar ridge and the tip for teeth.

The tongue has many shapes and positions when articulating vowels

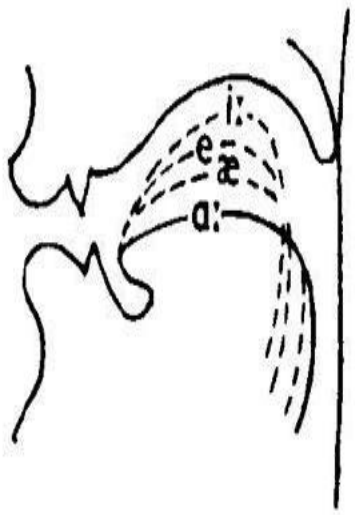


Fig. 7 Tongue positions for /i:, e, æ, ɑ:/

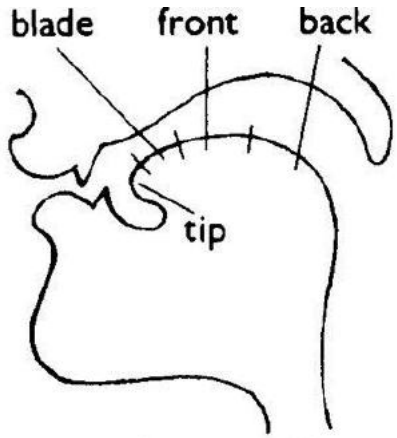


Fig. 6 The parts of the tongue

6. The Lips

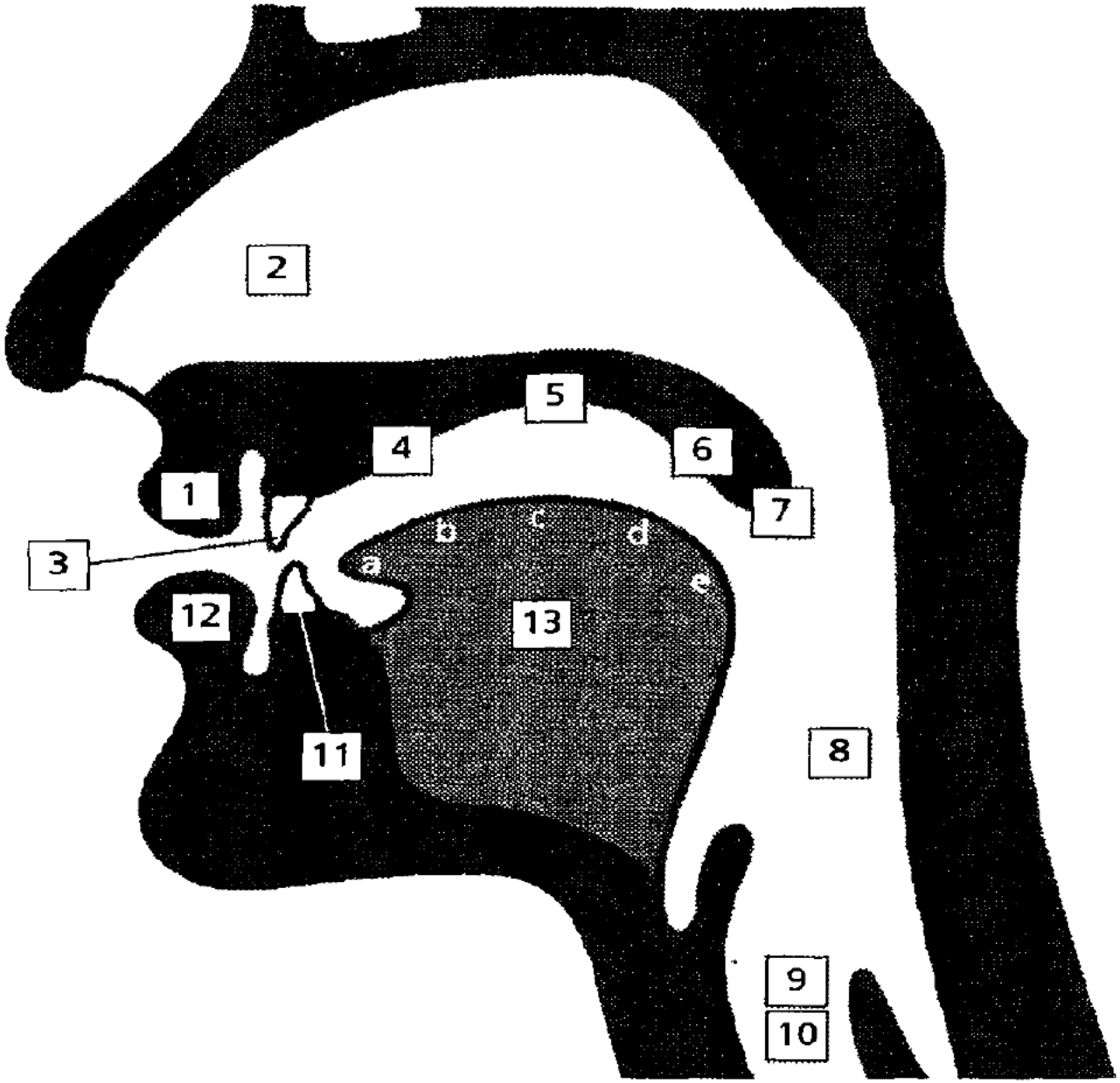
The lips can take several positions. They can brought together to stop the air and release it suddenly like in /**p**/ & /**b**/. Lower lip can touch the upper teeth to produce /**f**/,/**v**/. The articulation of vowels depend mainly on the shape of the lips such as: /**ɪ**/; /**i:**/ spread lips and mid close mouth but for /**u:**/ the lips are rounded & open.

Time For Practice:

Exercise 1

Label the following vocal organs

In the human speech apparatus:



Exercise 2 what is the function of the following vocal organs in speech production:

a) the vocal cords *The state of the vocal cords determines the voicing value of a sound; when they vibrate sounds are voiced, when they are held apart, sounds are voiceless.*

b) the lips . . . . . .

. . . . . .

c) the tongue . . . . . .

. . . . . .

d) the teeth . . . . . .

. . . . . .

e) the lungs . . . . . .

. . . . . .

f) the oral cavity . . . . . .

. . . . . .

g) the epiglottis . . . . . .

. . . . . .

h) the diaphragm . . . . . .

. . . . . .

i) the uvula . . . . . .

. . . . . .

j) the soft palate . . . . . .

. . . . . .

Exercise 3 what is the difference between the following vocal organs:

a) oral/nasal *Oral sounds are produced with the raised velum, nasal sounds with the lowered velum.*

b) pulmonic/non-pulmonic . . . . . .

c) egressive/ingressive . . . . . .

d) fortis/lenis . . . . . .

e) voiced/voiceless . . . . . .

f) rounded/unrounded . . . . . .

g) glottis/epiglottis . . . . . .

h) trachea/windpipe . . . . . .

i) Adam's apple/larynx . . . . . .

j) velum/uvula . . . . . .

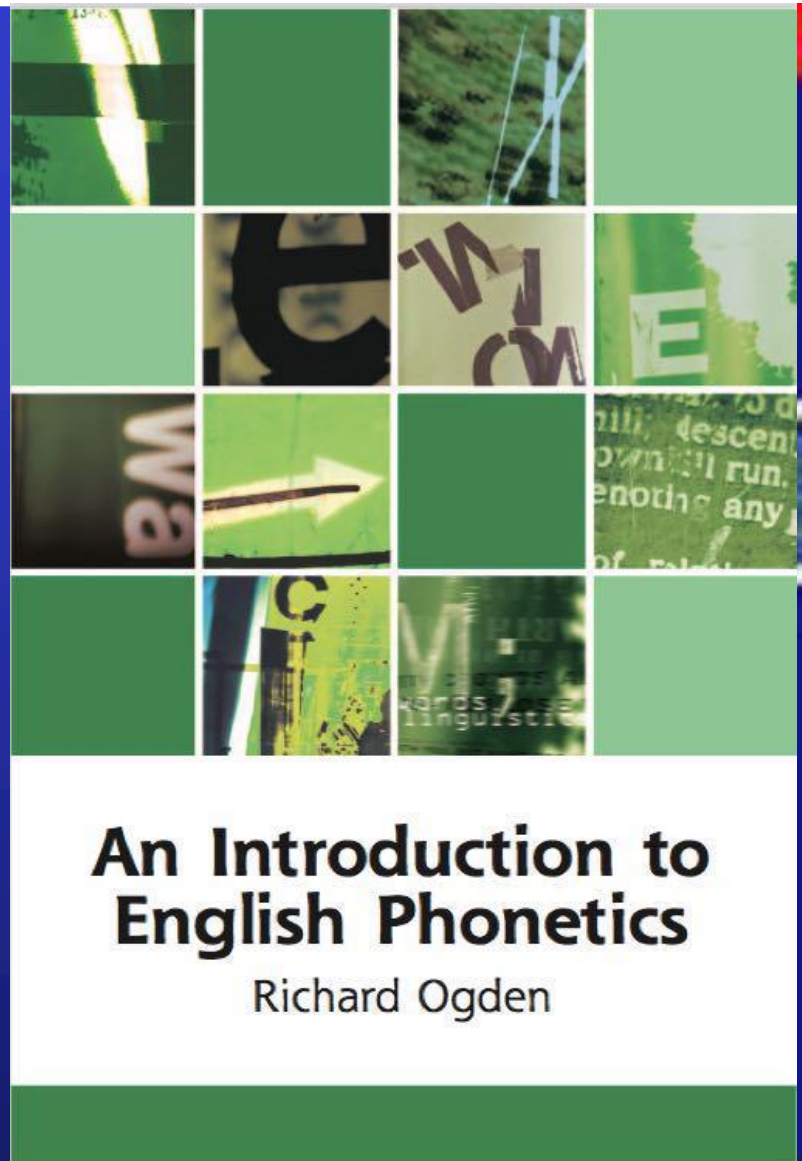
For more information refer to:

1. Jones, D. (1975). *An Outline of English Phonetics*. Cambridge: Heffner & Sons.

2. Gimson's Pronunciation of English (by Cruttenden 2001)

3. Gimson, A.C. (1980). *An Introduction to the Pronunciation of English*. London: Ed. Arnold, 3rd edition.

4. Ladefoged, P. (1982). *A Course in Phonetics*. New York: Harcourt Brace Jovanovich, 2nd edition.



Lecturer:
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LEVEL
First Year LMD

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English Department

Module: English Phonetics & Phonology

Lecture 3: Detailed Study of English Vowels

Objective: *By the end of this course you'll be able to:*

1- Define the vowel sounds

2- Recognise the organs that contribute in vowels articulation

3- Distinguish between the vowels and the consonants.

4- Know the English vowel sounds

5- Know the Cardinal vowels

6- Use the previous properties and descriptions to determine the right vowels in words

7- Pronounce vowel sounds in some words with correct and natural pronunciation

Brainstorming:

"Class, I've got a lot of material to cover, so to save time, I won't be using vowels today. Nw lt's bgn. Pls trn t pg 122."

You can notice that

without vowels,

words would

be impossible

to pronounce.

There are five letters that are **vowels** in English as follows: **a e i o u** and usually **y**
But from phonetic point view there are 20 vowel sounds for the aforesaid **letters**.

For example: the letter **a** can be pronounced as: call /**ɔ:**/
case /**eɪ**/
can /**æ**/
can't /**ɑ:**/
American /**ə , ə**/

Detailed Study of English Vowels -Vowels

1. Definition of a vowel:

1.1. From a linguistic point of view:

A vowel is the sound which has a central function in the syllable.

Examples:

- the indefinite article **a** (vowel)
- **to** (c+v)
- **streets** (cccvcc)
- **at** (vowel+consonant)
- **cat** (cvc)
- **fox** (cvcc)

1.2. From a phonetic point of view:

A vowel is a sound articulated with a voiced egressive air-stream without any closure/narrowing giving rise to an audible friction.

There are 20 vowel sounds in English:

12 monophthongs: 7 short vowels : /ɪ/, /e/, /æ/, /ʌ/ , /ɒ/, /ʊ/, /ə/.
and 5 long vowels: /i:/ , /ɑ:/ , /ɔ:/ , /ɜ:/ , /u:/.

8 diphthongs: 5 closing vowels: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/.
and 3 centring vowels: /eə/, /ɪə/, /ʊə/

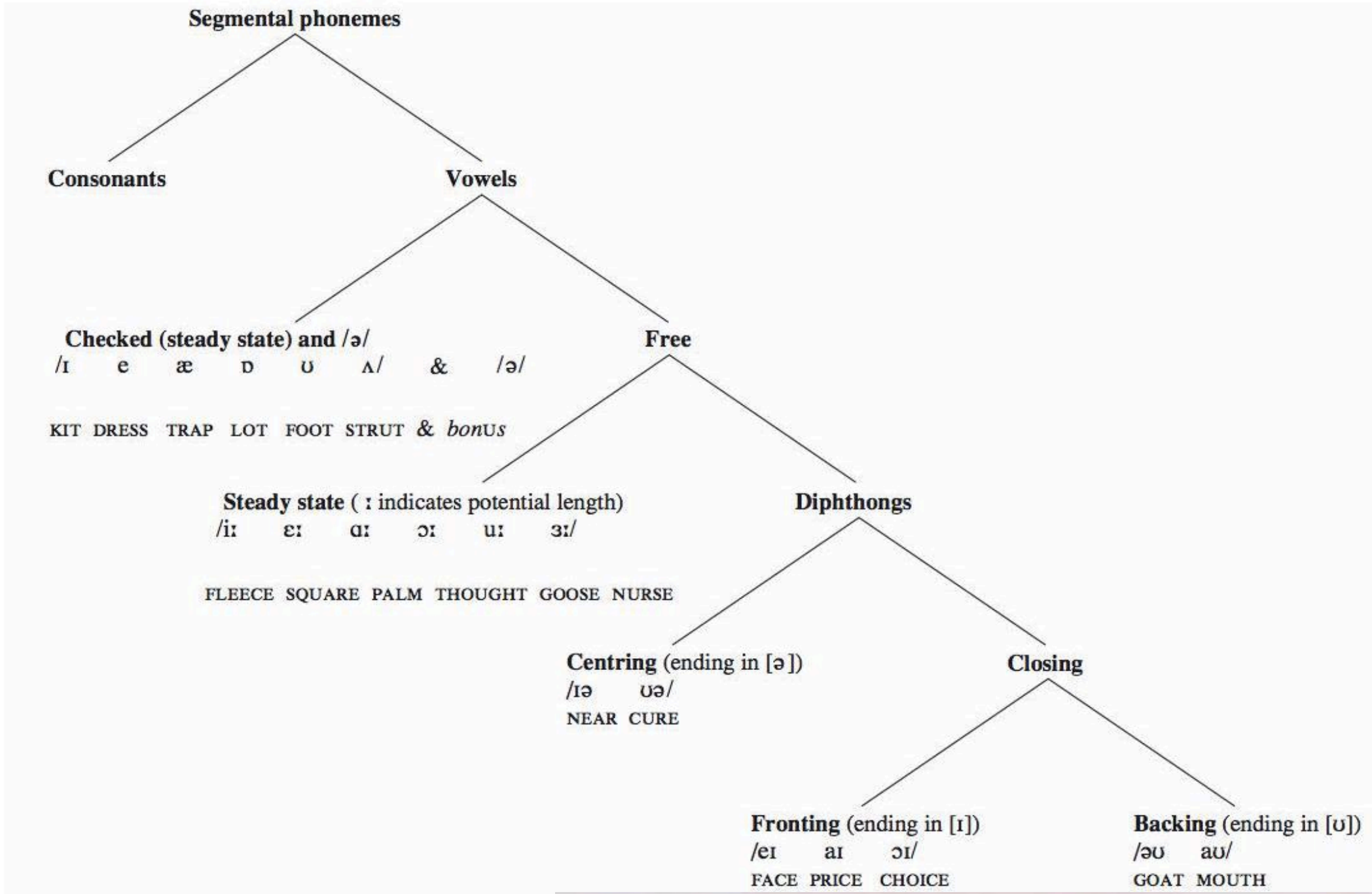


Figure B3.1 Overview of English (NRP) vowel system

2. The difference Between Vowels and Consonants

The words vowel and consonant are very familiar, but when we study the sounds of speech scientifically we can find that it is not easy to define. The most common points of difference are listed below as follows:

Table 2.2 Features Differentiating Vowels and Consonants

Vowels	Consonants
No significant constriction of the vocal tract	Significant constriction of the vocal tract
Open sounds	Constricted sounds
Sagittal midline of vocal tract remains open	Constriction occurs along sagittal midline of the vocal tract
Voiced	Voiced or unvoiced
Acoustically more intense	Acoustically less intense
Demonstrate more sonority	Demonstrate less sonority
Function as syllable nuclei	Only specific consonants can function as syllable nuclei

3. Description of a vowel:

English vowel sounds are affected by the changing shape and position of the articulators. The different vowels can be categorised according to four features:

1- The stability of articulation:

According to this feature, the articulation of English vowels is subdivided into:

- Monophthongs / ɪ, e, æ, ə, ʊ, ʌ, ɒ, iː, ɜː, uː, ɔː, ɑː/
- Diphthongs /e ɪ, ɑ ɪ, ɔ ɪ, ə ʊ, ɑʊ, ɪ ə, e ə , ʊ ə /
- Triphthongs / eɪ ə, ɑ ɪ ə, ɔɪə, ə ʊ ə, ɑʊə/

The articulation of *monophthongs* (pure vowels) is almost unchanging throughout their pronunciation.

In the articulation of *diphthongs*, the organs of speech glide from one vowel position to another. *Triphthongs* are articulated like diphthongs with a starting point and an ending plus a schwa /ə/ at the end.

Monophthongs

	Front		Central		Back	
	long	short	long	short	long	short
Close	iː	ɪ			uː	ʊ
Mid		e	ɜː	ə	ɔː	
Open		æ		ʌ	ɑː	ɒ

Diphthong	Example	
Closing		
/eɪ/	/beɪ/	bay
/aɪ/	/baɪ/	buy
/ɔɪ/	/bɔɪ/	boy
/əʊ/	/bəʊ/	beau
/aʊ/	/baʊ/	bough
Centring		
/ɪə/	/bɪə/	beer
/eə/	/beə/	bear
/ʊə/	/bʊə/	boor

Triphthongs

As two syllables	Triphthong	eɪ ə	aɪ ə	ɔɪ ə	aʊ ə	əʊ ə
		layer	tyre	employer	power	slower
		player	fire	soya	shower	lower

English Vowels

1-Tongue Height → **4 degrees**

- Close / high
- Mid-close / mid-high
- Mid-open / mid-low
- Open / low

2-Tongue Position → **3 places**

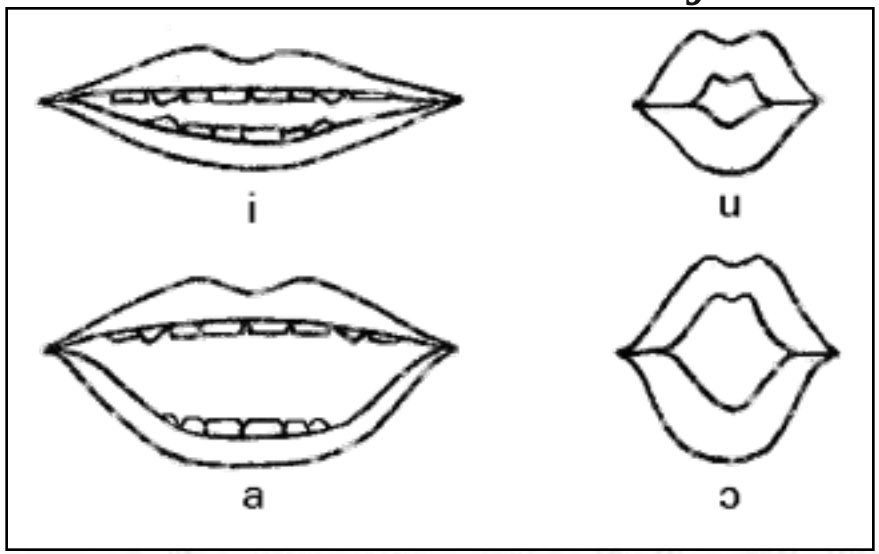
- Front
- Centre
- Back

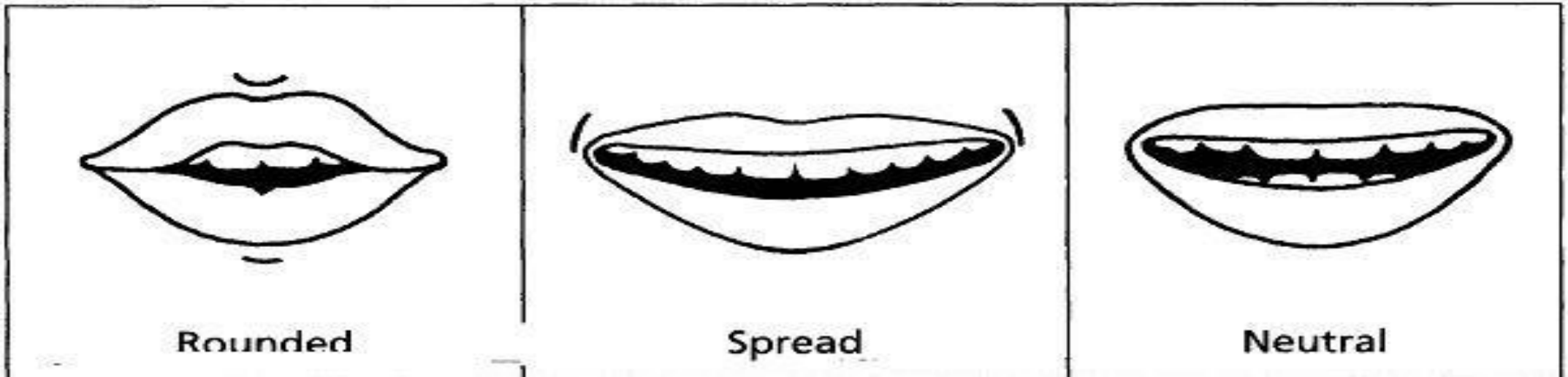
3-Lip Rounding → **3 shapes**

- Spread
- Rounded
- Undrounded/Neutral

2- The shape of the lips (rounded, spread or neutral)

According to **lip position** vowels can be <u>unrounded</u> (with *neutral* or *spread* lips) / ɪ, e, æ, ə, ʌ, iː, ɜː, ɑː/ or <u>rounded</u> /ɒ, ʊ, uː, ɔː/. For instance, the lips are rounded in ‘new’ /nj**u**ː/ but spread in ‘bee’ /b**i**ː/.





3- The shape/position of the tongue in the mouth (high, low)

We mean the part of the tongue involved in the articulation and its shape or advancement. For example:

A **front vowel** is a vowel produced with the front of the tongue is opposite to alveolar ridge and moving to the front.

A **central vowel** is articulated when the centre of the tongue is raised towards the hard palate and resting in the centre.

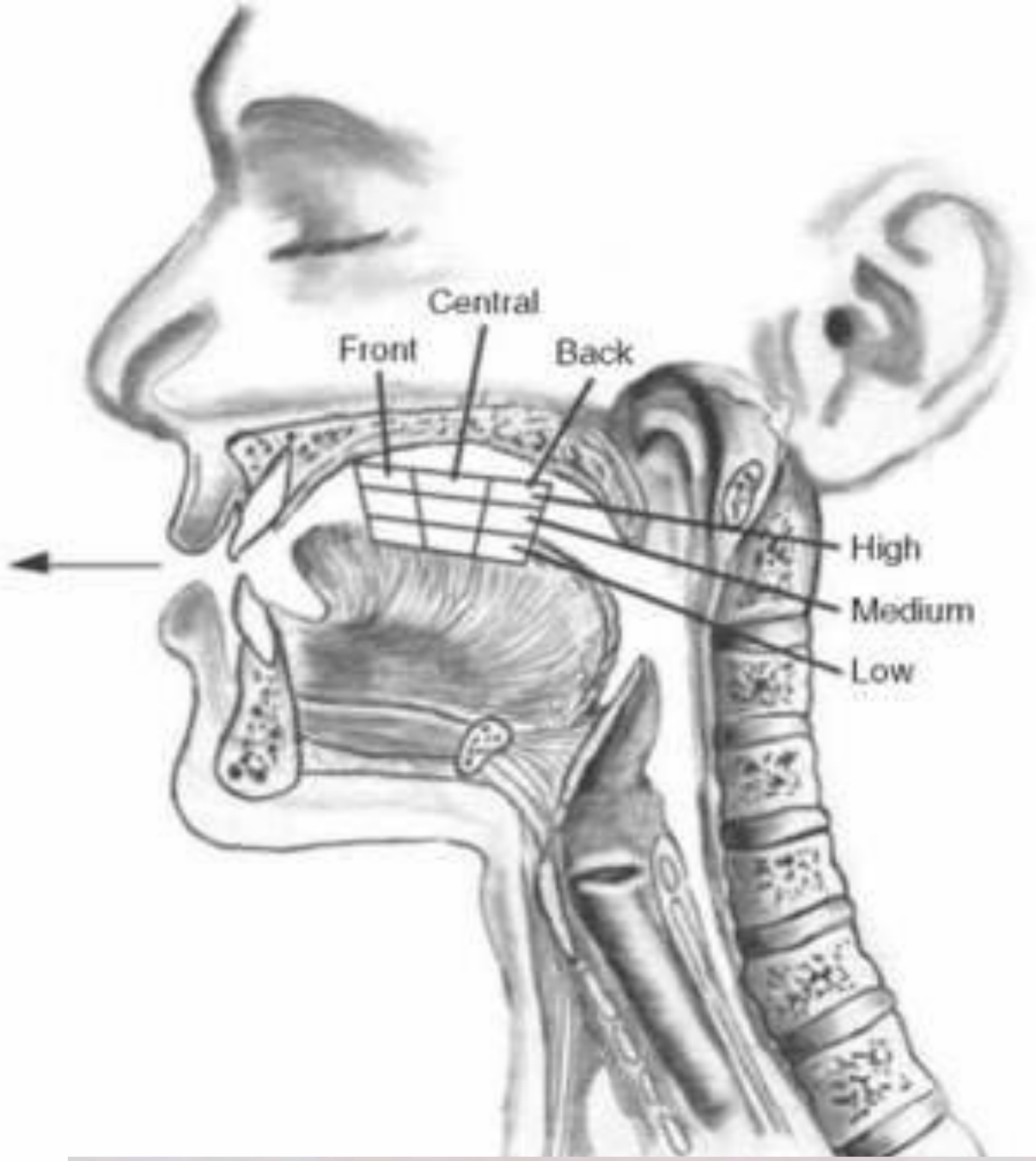
A **back vowel** is articulated when the back of the tongue is retracted towards the soft palate and moving backwards.

Depending on the position or height of the raised part of the tongue, vowels are divided into:

*A **close (high) vowel*** is produced when the tongue is raised high towards palate.

*An **open (low) vowel*** is produced when the tongue is placed low in mouth cavity.

A ***mid vowel*** is produced when the position of the tongue is intermediate between the high and the low. Therefore, we get mid-high and mid-low vowels



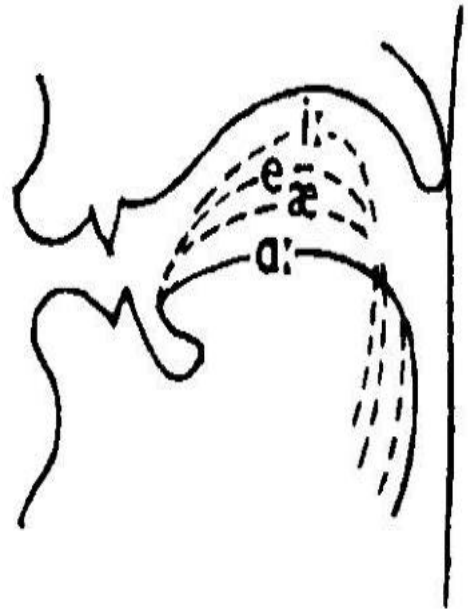
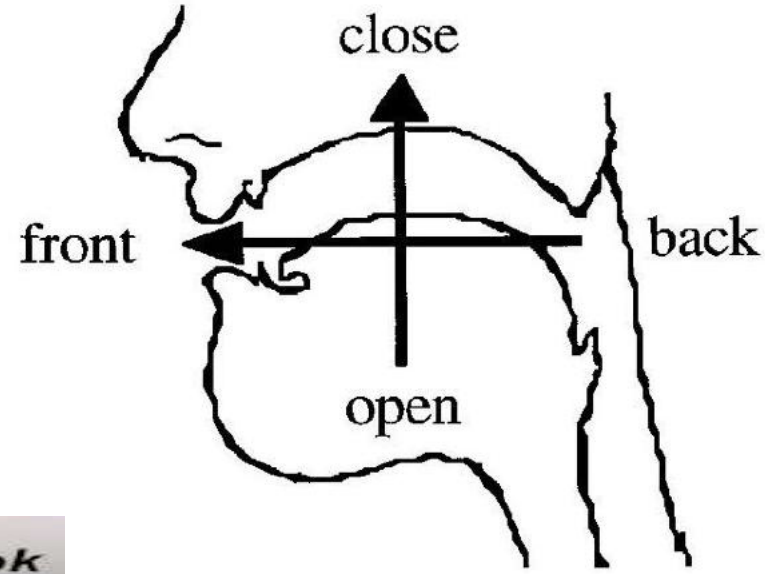
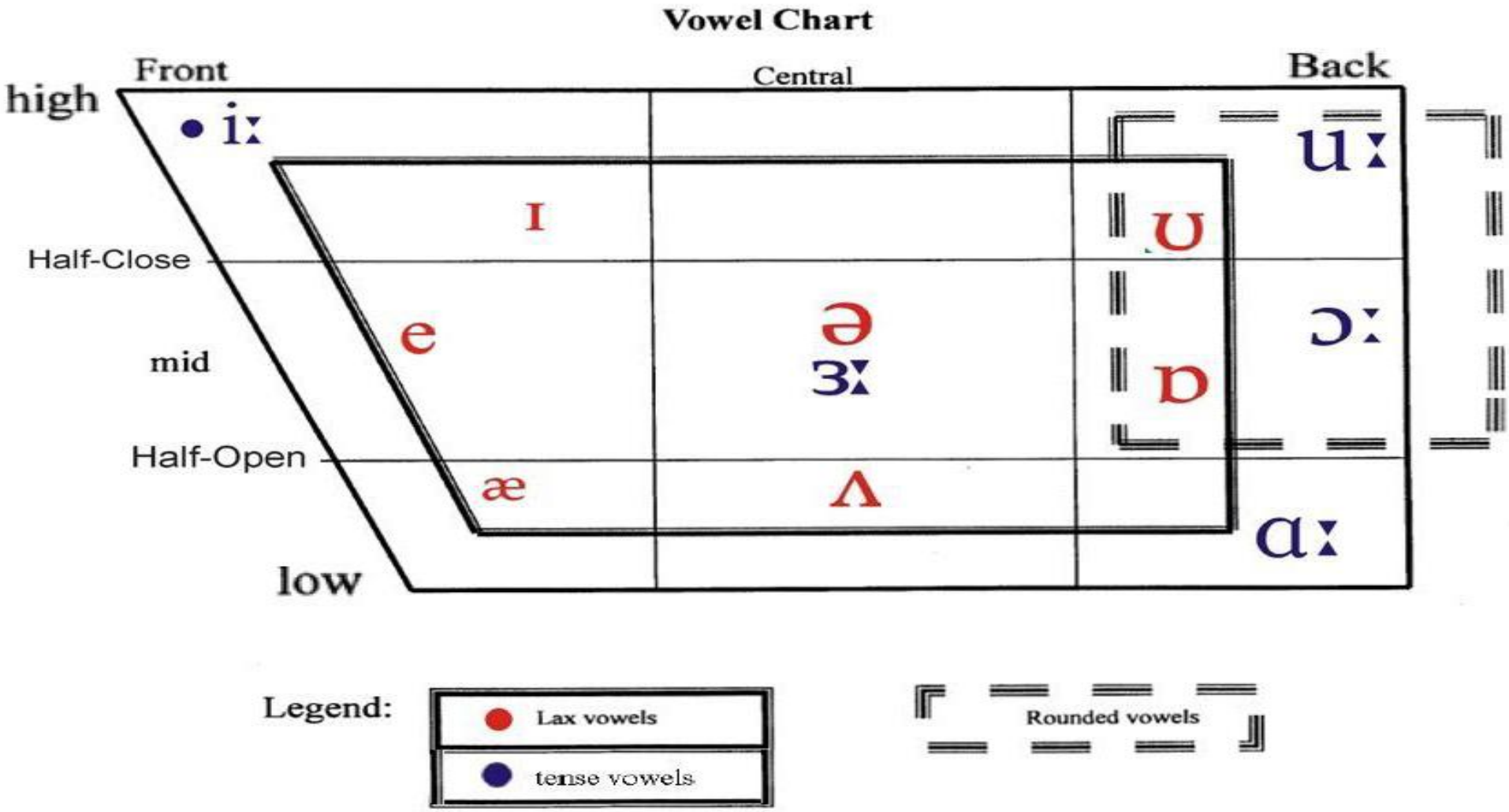


Fig. 7 Tongue positions for /iː, e, æ, ɑː/



4- The duration of the vowel (long or short)

When a vowel takes a short period of time are the short vowels whereas long vowels are longer. English vowels are *long*/ iː,ɜː,uː,ɔː,ɑː/ *or short* / ɪ,e, æ,ə,ʊ,ʌ, ɒ/.

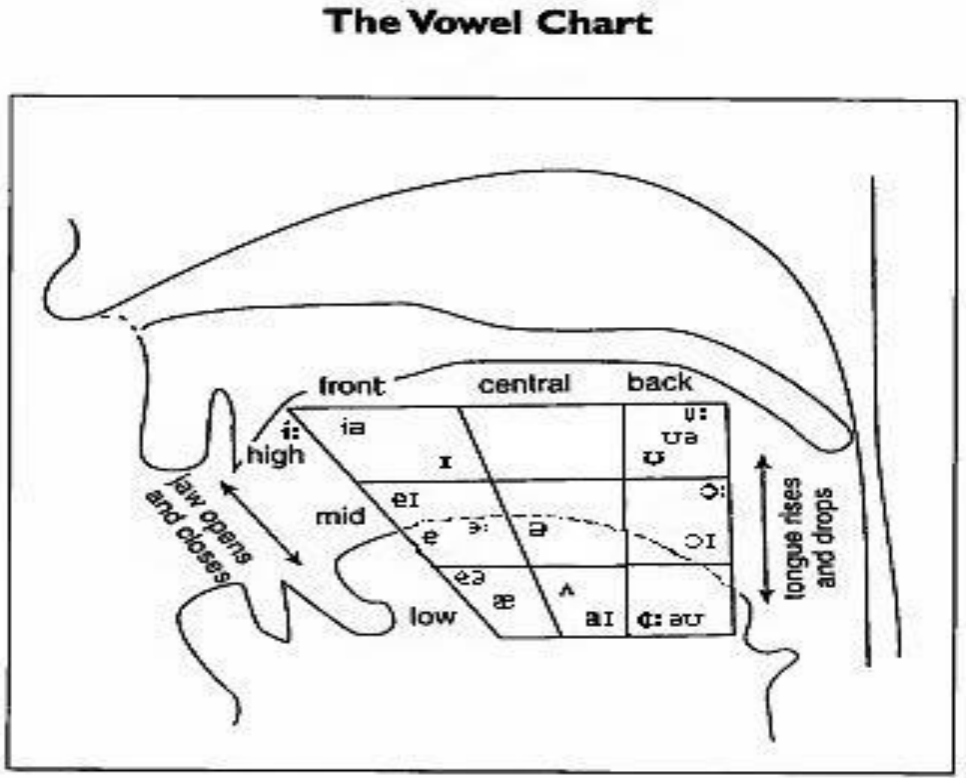


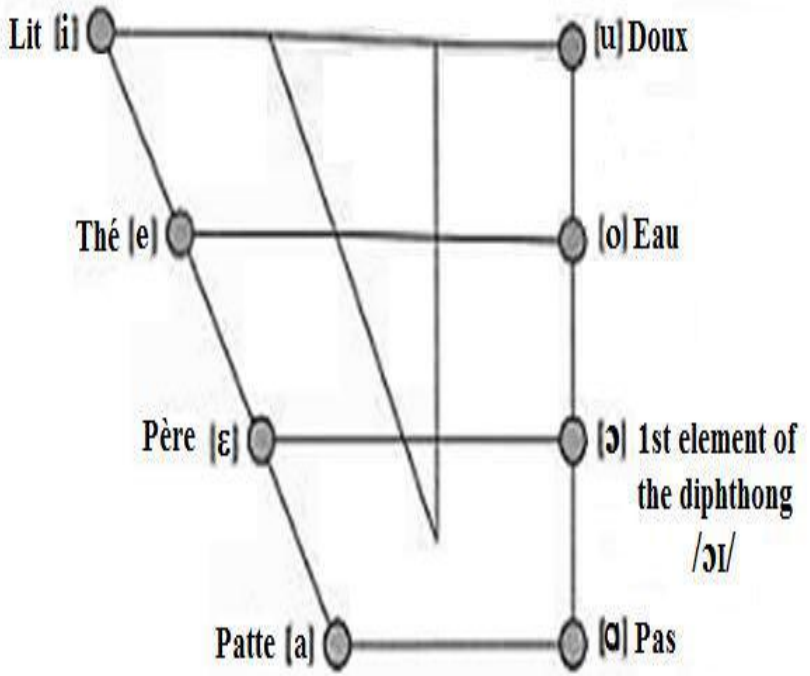
5. The vowel chart:

In phonetics, we represent the quality of vowels and diphthongs by placing them on a four-sided figure usually known as the Cardinal Vowel Quadrilateral, describing the English vowels. Therefore, the Cardinal vowels are a standard reference system to describe, classify and compare vowels.

The French vowels in figure1 are called the primary cardinal vowels, which represent the extreme framework of the chart according to their tongue height and their frontness or backness.

NB: It is not meant to teach students how vowel sounds are made.





Figue 1. The primary Cardinal Vowels: they are symbolized by French vowel sounds

5.1. Articulatory Classification of Vowels:

Although precise description of vowels is difficult, but the vowel diagram is the best scheme used for classifying vowels, in which we have three horizontal labels for the position of the tongue (front, central and back) in the mouth opposing the soft palate.; on the other hand, we have four vertical lines for the shape of the tongue or the degree of opening of the mouth (close, close-mid, open-mid, open). In the Cardinal vowels chart we can place all the vowel sounds of English.

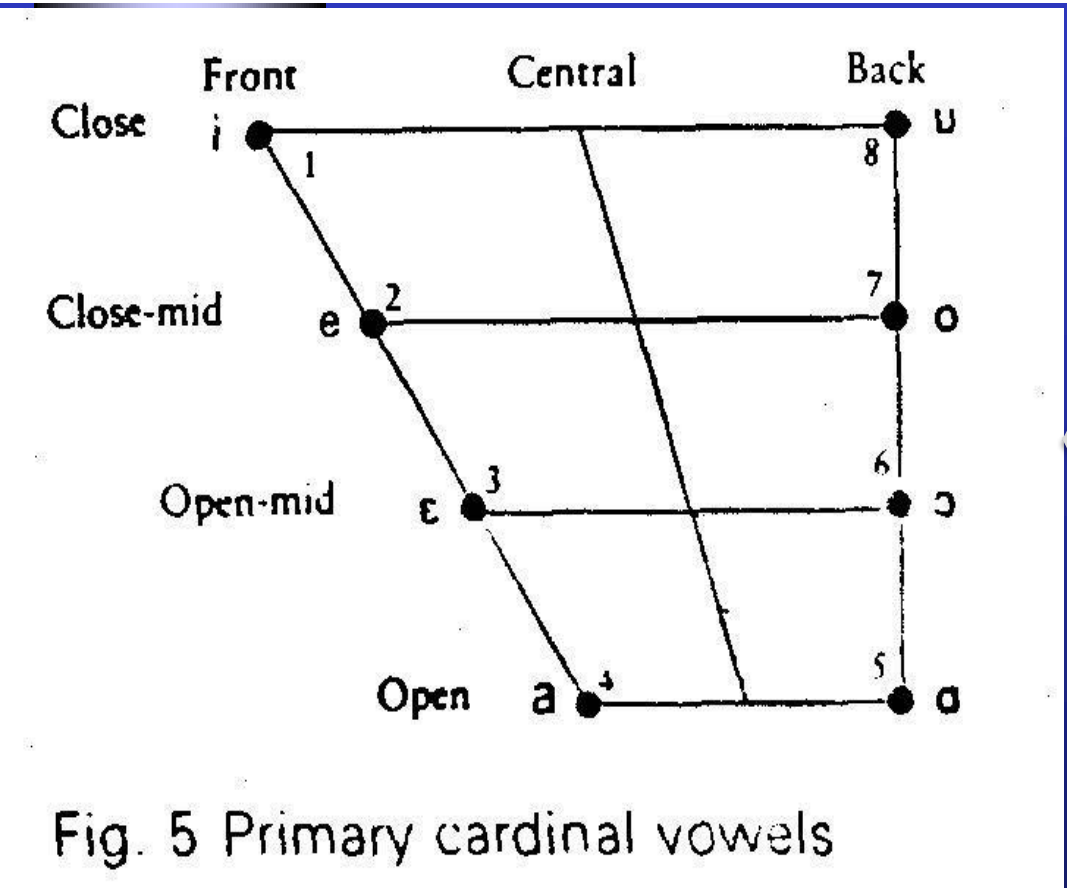
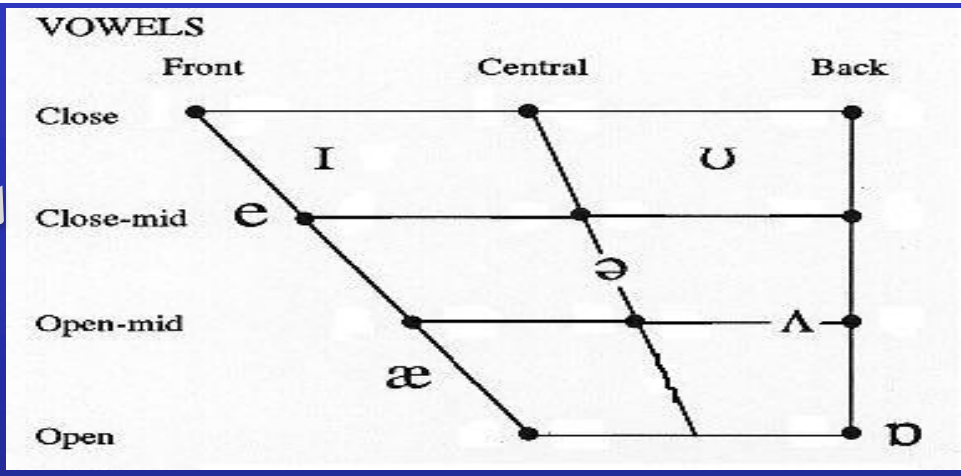
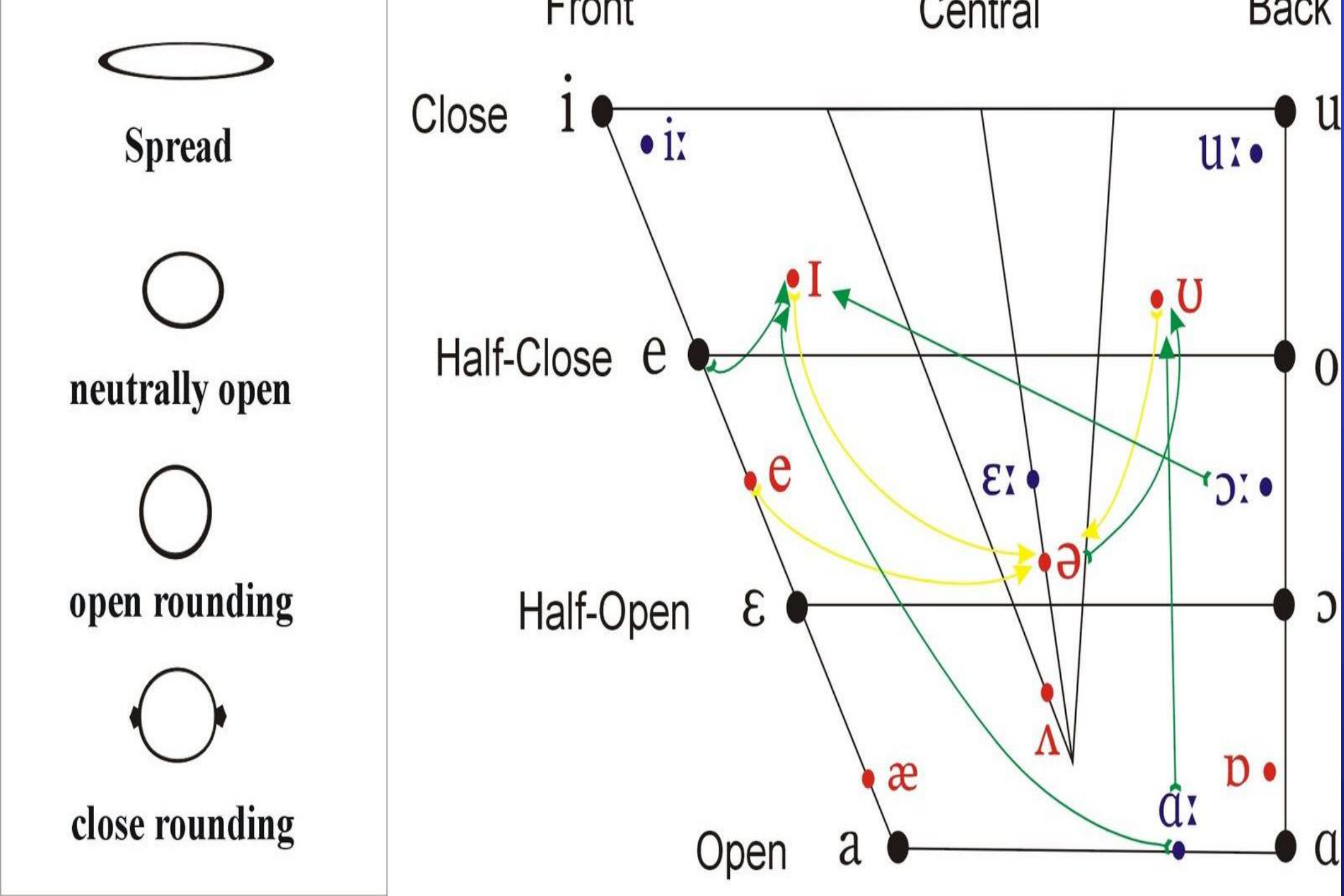


Fig. 5 Primary cardinal vowels



	front	central	back
high	ɪ		ʊ
mid	e	ə	ʌ
low	æ		ɒ


Spread
neutrally open
open rounding
close rounding
Front
Central
Back
Close
Half-Close
Half-Open
Open
i
u
e
o
ɛ
ɔ
a
ɑ
iː
uː
ɪ
ʊ
e
ɜː
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ə
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æ
ɒ
ɑː

Lecturer:
Mr. Aounali
LEVEL
First Year LMD

Mohammed Kheider University
English Department
Module: English Phonetics & Phonology

Lecture 3: Detailed Study of English Vowels (Monophthongs)

Objective: *By the end of this course you'll be able to:*

1- Define the front, central and back vowel sounds.

2- Recognise the different types of vowels and their articulation.

3- Distinguish between the articulation of different vowel sounds.

4- Know where to represent the monophthongs in the Vowel Chart.

5- Identify each pure vowel using description of articulation and example words.

6- Using authentic audios and videos for listening and repeating to English vowels.

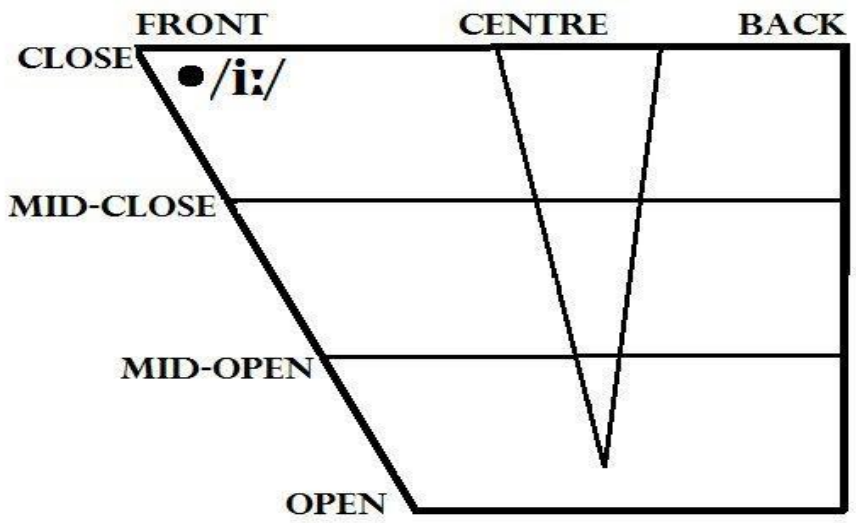
7- Pronounce pure vowels in several words and utterances with correct pronunciation.

6. The Articulation of the Monophthongs (Pure Vowels)

6.1. ARTICULATIONS OF THE FRONT VOWELS

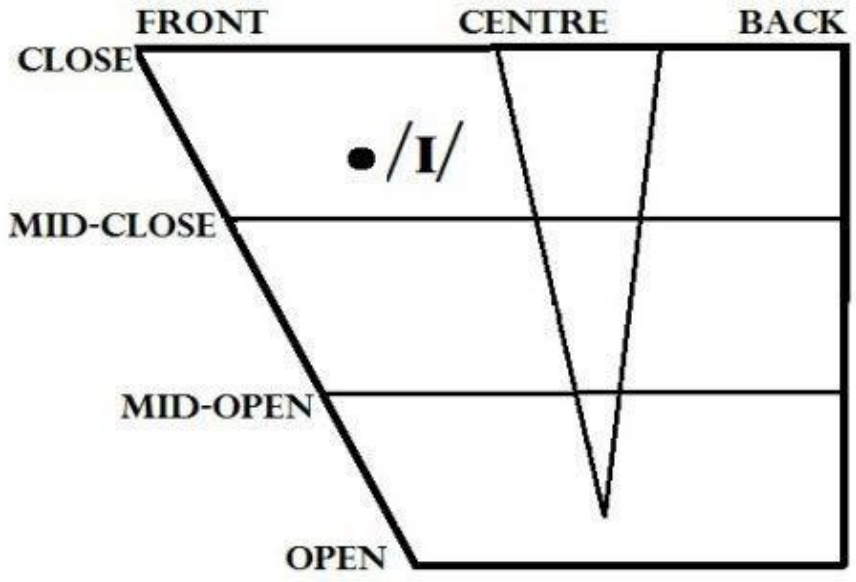
1. Description of the articulation of /i:/

- The soft palate is raised and the nasal resonators shut off.
- The front of the tongue is raised slightly below and behind the front close position. There is a firm contact between the side rims of the tongue and the upper side teeth.
- The lips are spread.



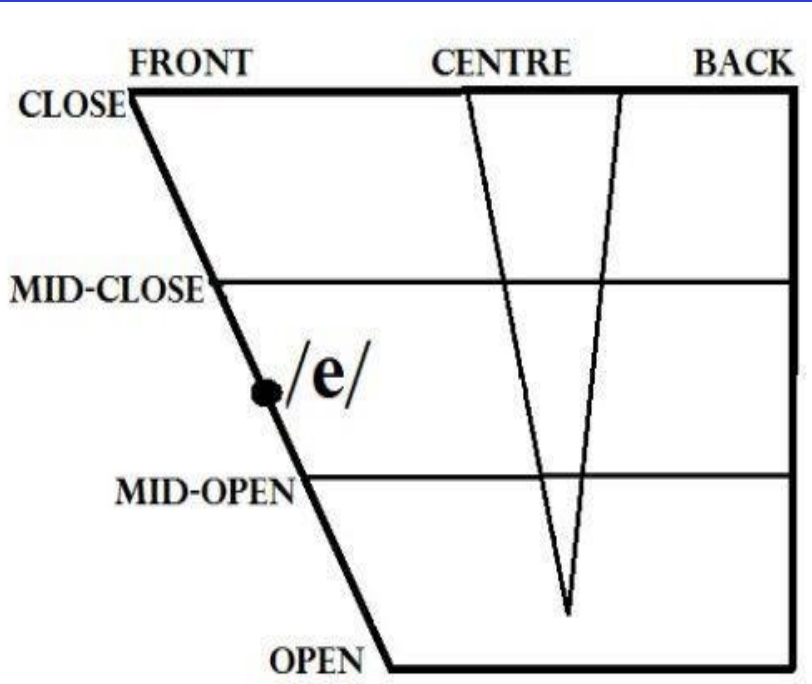
2. Description of the articulation of /ɪ/

- The soft palate is raised and the nasal cavity shut off.
- This short vowel is articulated with a part of a part of the tongue nearer to centre than to front, the tongue is raised above the mid-close position. The side rims contact with the upper molars slightly.
- The lips are loosely spread.



3. Description of the articulation of /e/:

- The soft palate is raised and the nasal cavity shut off.
- The front of the tongue is raised between the mid-close and mid-open positions. The side rims make a light contact with the upper molars.
- The lips are loosely spread and wider apart.

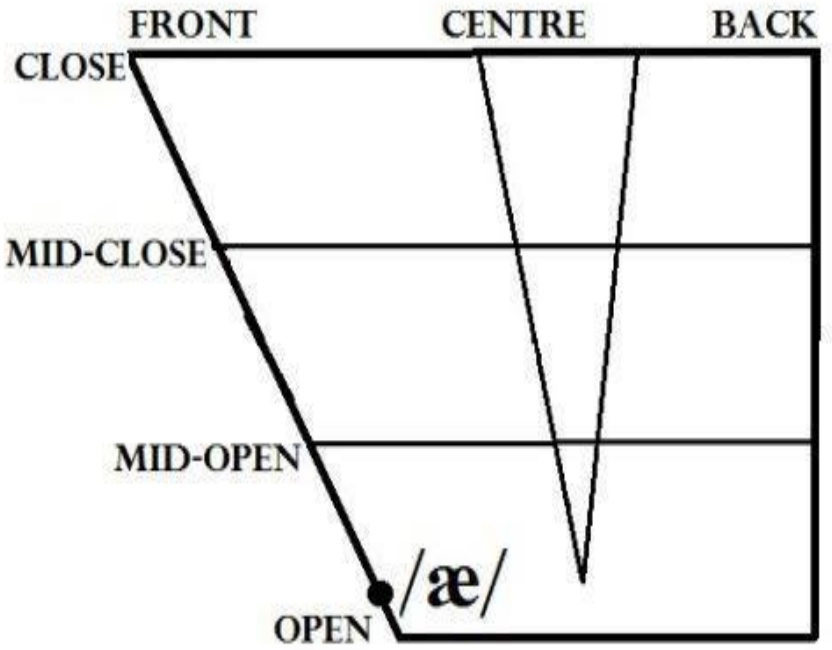


1.4. Description of the articulation of /æ/:

- The soft palate is raised and the nasal cavity shut off.
- The front of the tongue is raised below the mid-open position.

The rims make a very light contact with the back upper molars.

- The lips are neutrally open.



Drills for practising front vowels

1) Listen and repeat (From English Pronunciation is Use (Elementary) p. 12)

A01b /iː/ see agree eat seat team field piece these metre secret evening equal

A02b Peter key ski kilo litre pizza police machine people

A03b /ɪ / if ship miss dinner swim busy building system history honey village

A04b /e/ check leg letter red sentence bread head read(pp) friend any many again said

A05b /æ/ back camera factory hat jam manager map plan traffic family

2) Practice the following sets of minimal pairs:

What is minimal pairs?

A minimal pair is a pair of words of the same language that have different meanings and which differ in only one sound (a vowel or a consonant). The different sound must be in the same order in both words.
Example words: /lɪp/ and /tɪp/ ; /bæk/ and /bæg/
/sɪt/ and /siːt/ ; /hæt/ and /hɑːt/

A06b 1) /iː/ /ɪ /

Beat	bit
Heel	hill
Lead	lid
Neat	knit
Teen	tin

2) A07b /e/ /æ/

bet	bat
hell	Hal
led	lad
set	sat
ten	tan

Drills for practising front vowels

3) Read the sentences and find the front vowels in the following words

A08b

1. Can you see the sea?
2. A piece of pizza, please.
3. Peter's in the team.
4. A kilo of peaches and a litre of cream.
5. Please can you teach me to speak Portuguese?

A09b

1. Tell me again.
2. Send me a cheque.
3. Correct these sentences.
4. Twenty to twelve.
5. Help your friend.

A10b

1. Fifty-six
2. Dinner in the kitchen.
3. A cinema ticket.
4. A picture of a building.
5. Big business.

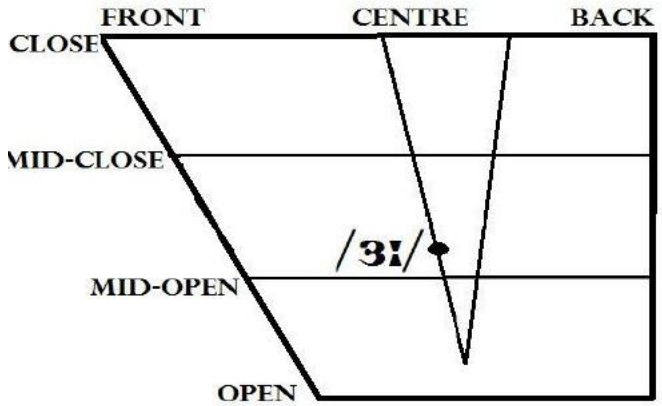
A11b

1. Thanks for the cash.
2. I ran to the bank.
3. Where is my black jacket.
4. That man works in jam factory.
5. Let me carry your bags.

6.2. ARTICULATIONS OF THE CENTRAL VOWELS

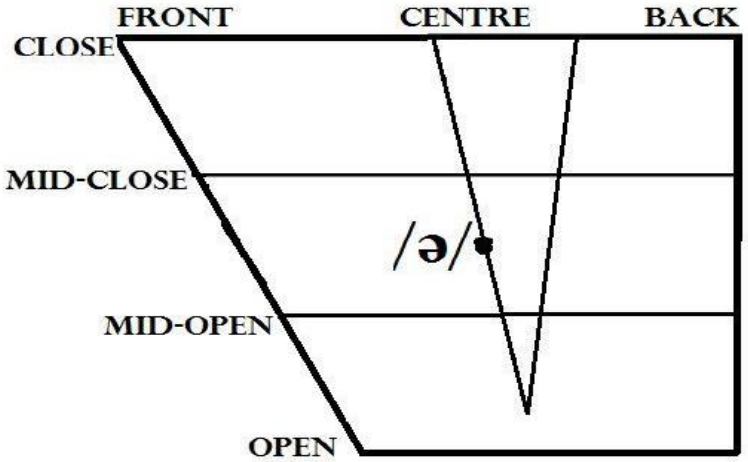
2.1. Description of the articulation of /ɜː/:

•The soft palate is raised and the nasal cavity shut off.
•This long vowel is articulated with centre of the tongue raised between the mid-close and mid-open positions. A light contact is made between the rims and the upper molars.
•The lips are neutrally open.



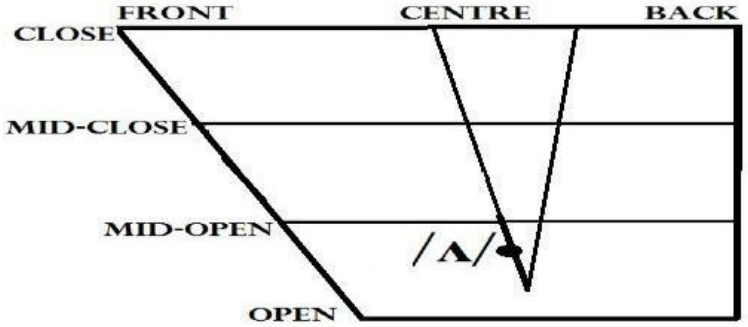
2.2. Description of the articulation of /ə/:

•The soft palate is raised and the nasal cavity shut off.
•The centre of the tongue is raised between the half-close and half-open when the vowel is in non-final positions: alone, suppose. But in final positions: doctor, mother, picture, the center of the tongue is in the mid-open position.
•The lips are neutrally open.



2.3. Description of the articulation of /ʌ/:

•The soft palate is raised and the nasal cavity shut off.
•The centre of the tongue is raised above the open position. The is no contact between the tongue and the upper molars.
•The lips are neutrally open.



Drills for practising central vowels

A12b ***1: Listen and repeat*** *(From English Pronunciation is Use (Elementary) p. 22)*

/ʌ/ *bus colour come cup front bus London luck Monday month mother much nothing number run study sun uncle under*

A13b /ɜː/ bird first birthday circle thirty word work world worse turn Thursday journey early earth heard learn service prefer verb

2: Practice the following sets of minimal pairs

A14b 1)

/ɜː/	/ʌ/
bird	bud
lurk	luck
burn	bun
hurt	hut
curt	cut

A15b 2)

/ɜː/	/ɑː/
bird	bard
lurk	lark
burn	barn
hurt	heart
curt	cart

A16b 3)

/ʌ/	/æ/
bud	bad
luck	lack
bun	ban
hut	hat
cut	cat

A17b ***3: Underline the following sentences***

- Good luck with your exam next month!
- Take the number one bus.
- I said 'Come on Monday', not 'Come on Sunday'.
- My brother's studying in London.

A18b ***4: Find the central vowels in the following sentences***

- The girl was watching the birds.
- How far's the car park?
- That was the worst journey in the world.
- Have you ever heard this word?
- The cakes weren't very good.
- She went to university to learn German.

University of Biskira ___Algeria_____English Department_____First Year___Grammar & Phonetics

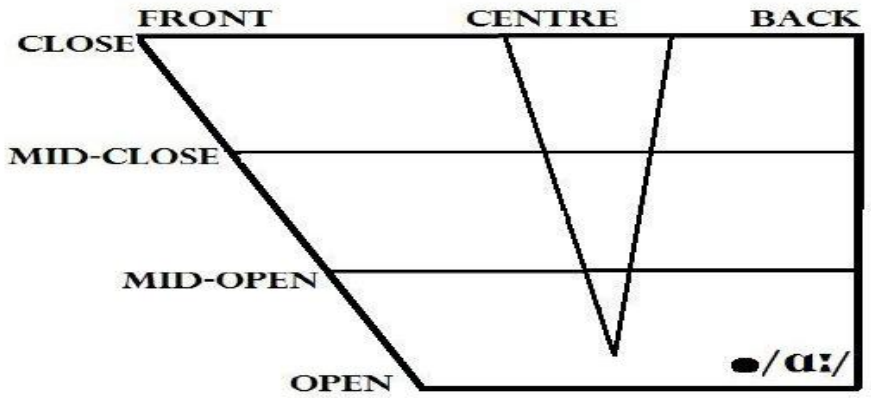
English Irregular Verbs with Phonetic Transcription

beat	/bi:t/	**beat**	/bi:t/	**beaten**	/'bi:tn̩/
become	/bɪ'kʌm/	**became**	/bɪ'keɪm/	**become**	/bɪ'kʌm/
begin	/bɪ'gɪn/	**began**	/bɪ'gæn/	**begun**	/bɪ'gʌn/
bend	/bend/	**bent**	/bent/	**bent**	/bent/
bite	/baɪt/	**bit**	/bɪt/	**bitten**	/'bɪtn̩/
blow	/bləʊ/	**blew**	/blu:/	**blown**	/bləʊn/
break	/breɪk/	**broke**	/brəʊk/	**broken**	/'brəʊkən/
bring	/brɪŋ/	**brought**	/brɔ:t/	**brought**	/brɔ:t/
build	/bɪld/	**built**	/bɪlt/	**built**	/bɪlt/
burn	/bɜ:n/	**burnt**	/bɜ:nt/	**burnt**	/bɜ:nt/
buy	/baɪ/	**bought**	/bɔ:t/	**bought**	/bɔ:t/
catch	/kætʃ/	**caught**	/kɔ:t/	**caught**	/kɔ:t/
choose	/tʃu:z/	**chose**	/tʃəʊz/	**chosen**	/'tʃəʊzən/
come	/kʌm/	**came**	/keɪm/	**come**	/kʌm/
cost	/kɒst/	**cost**	/kɒst/	**cost**	/kɒst/
cut	/kʌt/	**cut**	/kʌt/	**cut**	/kʌt/
do	/du:/	**did**	/dɪd/	**done**	/dʌn/
draw	/drɔ:/	**drew**	/dru:/	**drawn**	/drɔ:n/
dream	/dri:m/	**Dreamt, dreamed**	/dremt/ , /dri:md/	**dreamt , dreamed**	/dremt/, /dri:md/
drink	/drɪŋk/	**drank**	/dræŋk/	**drunk**	/drʌŋk/
drive	/draɪv/	**drove**	/drəʊv/	**driven**	/'drɪvən/
eat	/i:t/	**ate**	/eɪt, et/	**eaten**	/'i:tn̩/
fall	/fɔ:l/	**fell**	/fel/	**fallen**	/'fɔ:lən/
feed	/fi:d/	**fed**	/fed/	**fed**	/fed/
feel	/fi:l/	**felt**	/felt/	**felt**	/felt/
fight	/faɪt/	**fought**	/fɔ:t/	**fought**	/fɔ:t/
find	/faɪnd/	**found**	/faʊnd/	**found**	/faʊnd/
fly	/flaɪ/	**flew**	/flu:/	**flown**	/fləʊn/
forget	/fə'get/	**forgot**	/fə'gɒt/	**forgotten**	/fə'gɒtn̩/
forgive	/fə'gɪv/	**forgave**	/fə'geɪv/	**forgiven**	/fə'gɪvən/
freeze	/fri:z/	**froze**	/frəʊz/	**frozen**	/'frəʊzən/
get	/get/	**got**	/gɒt/	**got**	/gɒt/
give	/gɪv/	**gave**	/geɪv/	**given**	/'gɪvən/
go	/gəʊ/	**went**	/went/	**gone**	/gɒn/
grow	/grəʊ/	**grew**	/gru:/	**grown**	/grəʊn/
have	/hæv, əv/	**had**	/hæd, əd/	**had**	/hæd, əd/
hear	/hɪə(r)/	**heard**	/hɜ:d/	**heard**	/hɜ:d/
hold	/həʊld/	**held**	/held/	**held**	/held/
hurt	/hɜ:t/	**hurt**	/hɜ:t/	**hurt**	/hɜ:t/

6.3. ARTICULATIONS OF THE BACK VOWELS

3.1. Description of the articulation of /ɑː/:

•The soft palate is raised and the nasal cavity shut off.
•This long R.P vowel is articulated with a part of the tongue between the centre and the back in the fully open position
•The lips are neutrally open.

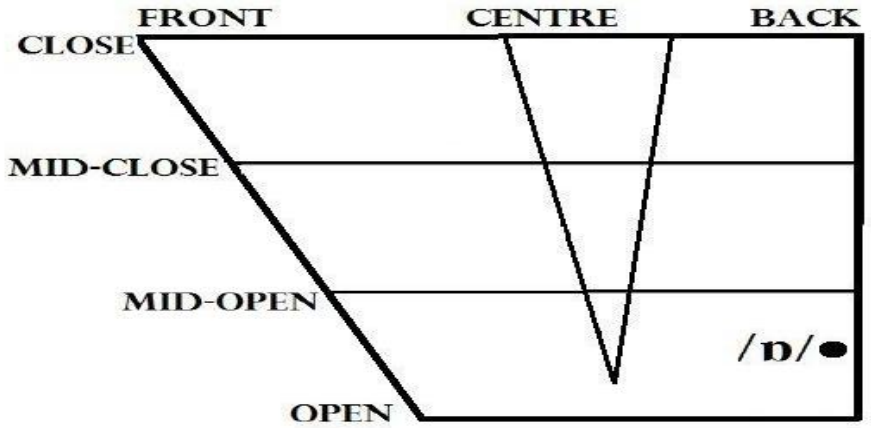


3.2. Description of the articulation of /ɒ/:

•The soft palate is raised and the nasal cavity shut off.

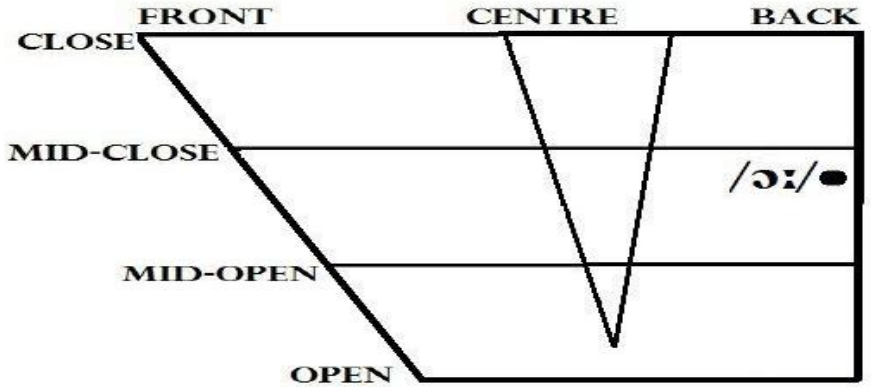
•For this short vowel the back of the tongue is in the fully open position.

The lips are slightly rounded.



3.3. Description of the articulation of /ɔː/:

•The soft palate is raised and the nasal cavity shut off.
•For this long vowel the back of the tongue is raised between the mid-open and mid-close positions.
•There is a medium lip-rounding.

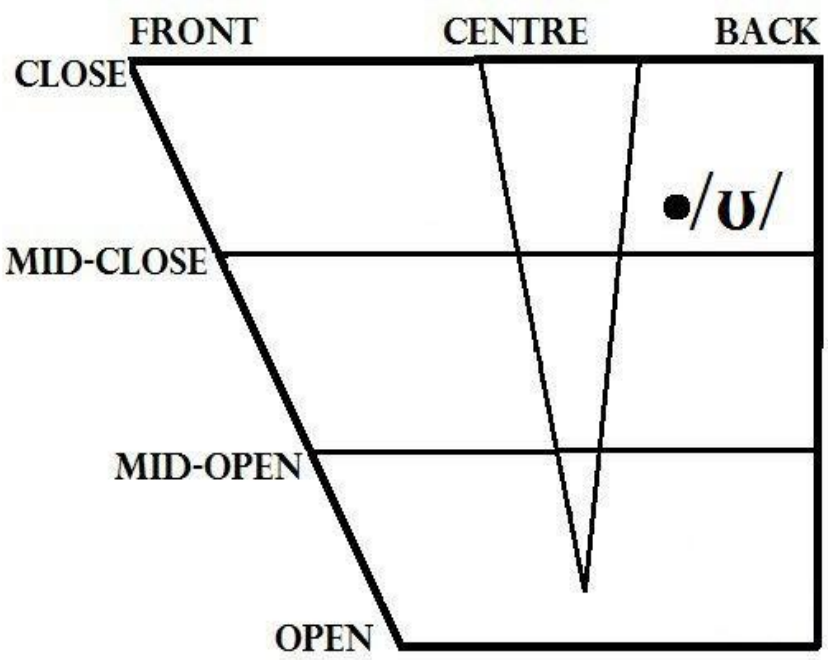


3.4. Description of the articulation of /ʊ/:

•The soft palate is raised and the nasal cavity shut off.

•This short vowel is articulated with a part of the tongue nearer to centre than to back above the mid-close position, with a slight contact between the rims and the upper molars.

•The lips are loosely rounded.

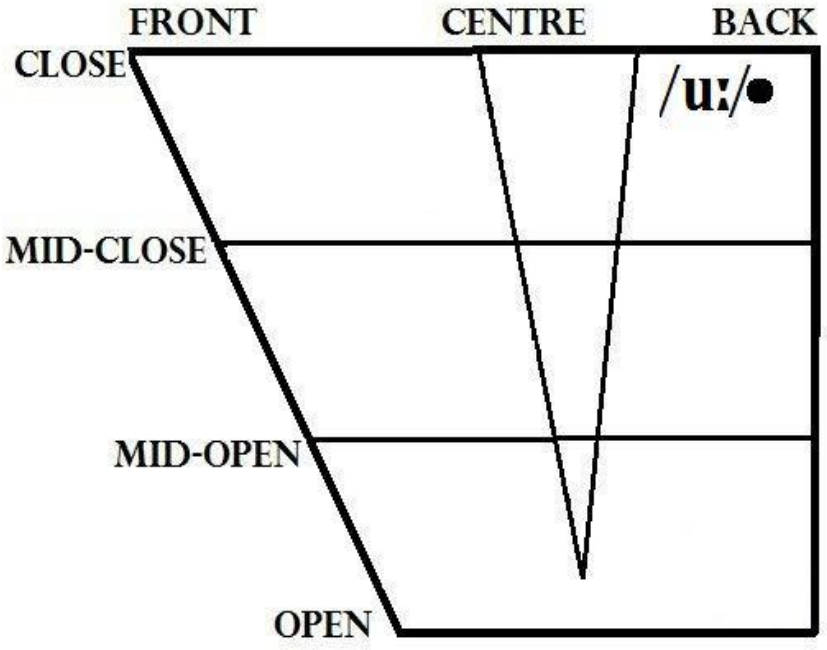


3.5. Description of the articulation of /uː/:

•The soft palate is raised and the nasal cavity shut off.

•This long vowel is articulated with a part of the tongue somewhat advanced from true back and raised just below the close position with a light contact with the upper molars.

•The lips are closely rounded.



Drills for practising back vowels

1: Listen and repeat

A19b /ɑː/ *after afternoon ask answer bath bathroom can't class dance*
fast father glass tomato car card far park star start

A20b /ɒ/ *bottle box chocolate clock coffee copy cost cross got*
quality want wash wasn't watch what

A21b /ɔː/ *all ball call fall tall wall quarter warm water born*
short autumn door saw before daughter taught thought

A22b /ʊ/ *full sugar book foot would woman good look put*

A23b /uː/ *too group shoe blue music new two fruit juice*

2: Consider the following sets of minimal pairs

A24b /ɔː/	/ɒ/	A25b /ɔː/	/ɑː/	A26b /uː/	/ʊ/	A27b /ʊ/	/ɒ/
p**or**t	p**o**t	p**or**t	p**ar**t	p**oo**l	p**u**ll	g**oo**d	g**o**d
c**or**d	c**o**d	b**or**n	b**ar**n	f**oo**l	f**u**ll	l**oo**k	l**o**ck
st**or**k	st**o**ck	c**our**t	c**ar**t	s**ui**t	s**oo**t	p**u**t	p**o**t
c**or**k	c**o**ck	st**ore**	st**ar**	L**u**ke	l**oo**k	c**oul**d	c**o**d
sp**or**t	sp**o**t	f**or**m	f**ar**m	c**ooe**d	c**oul**d	sh**oo**k	sh**o**ck

A28b 3: Find the back vowels in the following sentences

- I'll ask my aunt where is my glasses.
- See you tomorrow afternoon.
- You can find him on the fourth floor.
- John has gone to the shops.
- The dinner will be ready soon.
- He bought a lot of books and novels.

References for further study:

1- Roach, Peter. *English Phonetics and Phonology.*
2- Gimson, A, C. *Pronunciation of English.*
3- Hancock, Mark. *English Pronunciation in Use.*

Lecturer:
Mr.Aounali

LEVEL
First Year LMD

Mohammed Kheider University
English Department
Module: Phonetics

Lesson 3: Detailed Study of English Vowels

Diphthongs and Triphthongs

Objectives: *By the end of this course you'll be able to:*

1- Define the diphthongs

2- Recognise how the diphthongs are articulated and represented in the vowel chart.

3- Distinguish between the diphthongs and the triphthongs.

4- Pronounce the previous vowel sounds in some words with correct pronunciation.

Overview of all the English Vowels

Introduction:

In British English, we have **20** vowel sounds divided into **5** long vowels **/iː/, /ɜː/, /ɑː/, /ɔː/, /uː/** and **7** short vowels **/ɪ/, /e/, /æ/, /ʌ/, /ə/, /ʊ/, /ɒ/.**

In addition to the previous **12** pure vowels, we have **8** gliding vowels which are a combination of two short vowels that make one sound called a diphthong: **/eɪ/, /ɔɪ/, /ɑɪ/, /ɪə/, /eə/, /ʊə/, /əʊ/, /ɑʊ/.**

Triphphongs are the following diphthongs **/eɪ/, /ɔɪ/, /ɑɪ/, /əʊ/, /ɑʊ/** + a schwa **/ə/** as follows: **/eɪə/, /ɔɪə/, /ɑɪə/, /əʊə/, /ɑʊə/.**

Tongue: High ↔ Low	Vowels				Diphthongs		
	Front ← → Back				End at front →	End at back	
High	/iː/	/ɪ/	/ʊ/	/uː/	/eɪ/	/ɪə/	/əʊ/
	/e/	/ə/	/ɜː/	/ɔː/	/ɔɪ/	/ʊə/	/aʊ/
Low	/æ/	/ʌ/	/ɑː/	/ɒ/	/aɪ/	/eə/	
	Lips can be:						
	Spread	Neutral		Rounded	Closing	Centring	Closing

I- The English Vowels: Diphthongs

I- Diphthongs /ˈdɪfθɒŋz/:

a diphthong or a gliding vowel is a term used in the phonetic classification of vowel sounds. It refers to a glide or a movement from one vowel to another one in which the first part is more prominent than the last. It involves a change in quality within the one vowel, they are classified according to their ending into two types as follows:

Closing diphthongs end in **/ɪ/** like **/eɪ/, /ɔɪ/, /ɑɪ/**

or in **/ʊ/** like **/əʊ/, /ɑʊ/**

Centering diphthongs end in **/ə/** like **/ɪə/, /eə/, /ʊə/.**

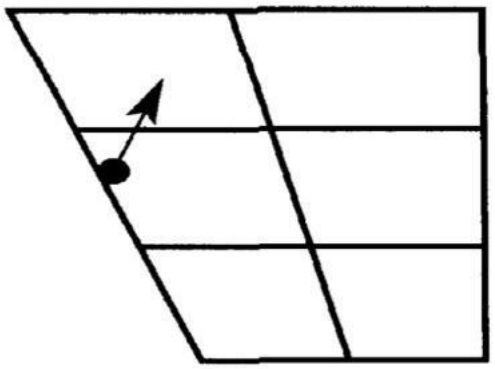
I-1. The Closing Diphthongs:

I-1.1. The Closing diphthongs ending /ɪ/

Description of the articulation of /eɪ/:

*the starting-point is /**e**/ where the glide begins from slightly the mid-close front position and moves in the direction of /**ɪ**/ to form the diphthong /**eɪ**/; there is a slight closing movement of the lower jaw. The lips are spread.*

eI



Characteristics

The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.

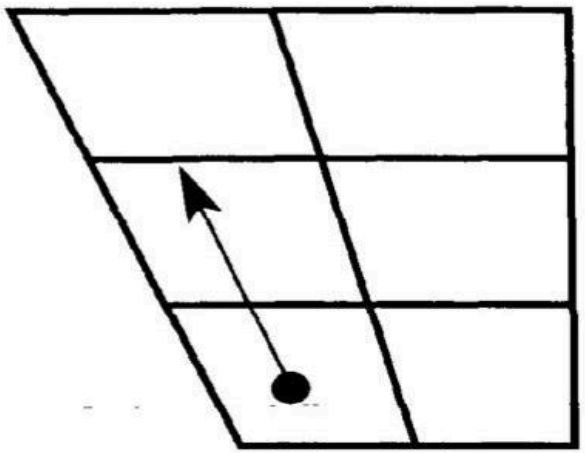
As in . . . *cake, way, weigh, say, pain, they, vein*

Description of the articulation of /ɑɪ/:

*the diphthong /**ɑɪ**/ begins at a point slightly behind the front open position /**æ**/, it is similar to the articulation of /**ʌ**/ and moves towards the vowel /**ɪ**/; /**ɑɪ**/ is more extensive than /**eɪ**/ in which there is more movement in the lower jaw to open position.*

The lips shift from neutral to loosely spread position.

aɪ



Characteristics

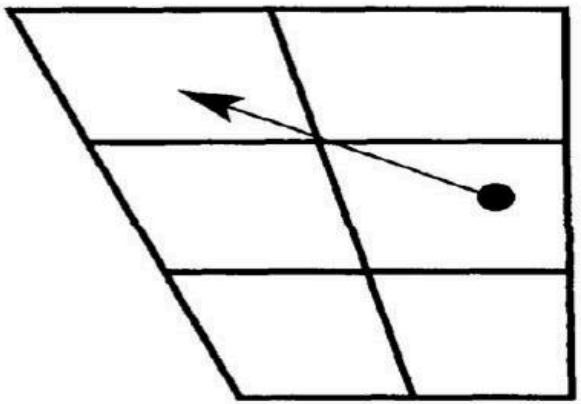
The glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread.

As in . . . *high, tie, buy, kite, might, cry, eye*

Description of the articulation of /ɔɪ/:

*the gliding vowel /**ɔɪ**/ the tongue begins at a point between the mid-open and open back positions nearer to /**ɔː**/ than to /**ɒ**/ then it moves in the direction of /**ɪ**/. The tongue movement extends from back to centralised front position. The lips are open rounded for the first element then changing to neural for the second.*

ɔI



Characteristics

The glide begins in the position for /ɔː/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral.

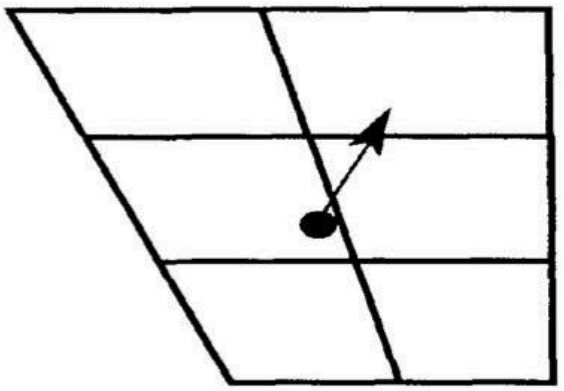
As in . . . *toy, avoid, voice, enjoy, boy*

I-1.2. The Closing diphthongs ending /ʊ/

Description of the articulation of /əʊ/:

The beginning of this diphthong is at the central position between mid-close and mid-open position which is the schwa **/ə/**, and moves in the direction of **/ʊ/**. There is a slight closing movement of the lower jaw. The lips are neural for 1st and slightly rounded for the 2nd element.

əʊ



Characteristics

The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded.

As in . . . *go, snow, toast, home, hello, although*

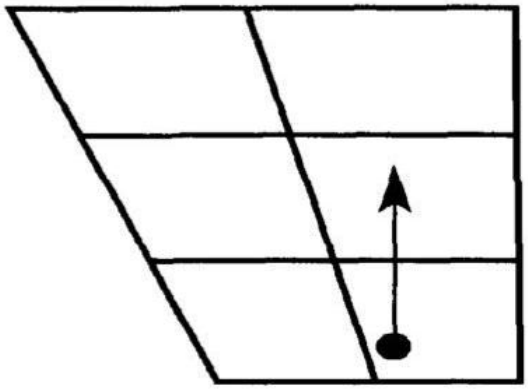
Description of the articulation of /ɑʊ/:

This diphthong begins with a vowel similar to /ɑː/ then there is a large movement to the vowel /ʊ/ in order to get /ɑʊ/.

This glide towards /ʊ/ begins but is not completed, in which the end of the diphthong is somewhere between mid-close and mid-open.

There is a slight lip-rounding in the articulation of this diphthong.

aʊ



Characteristics

The glide begins in a position quite similar to /ɑː/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive.

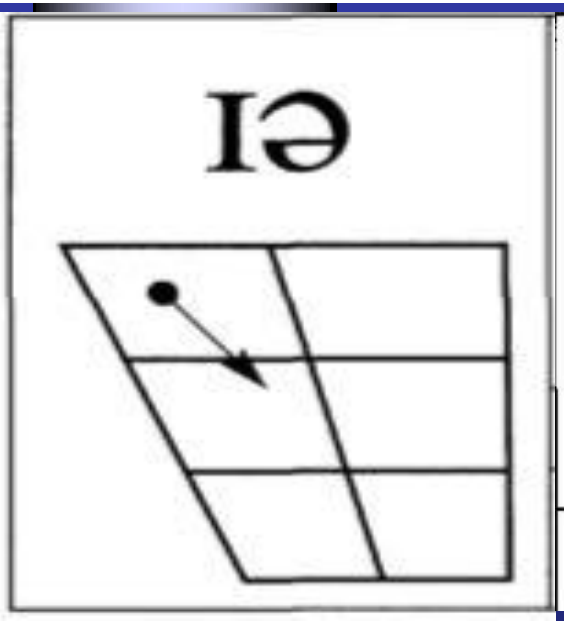
As in . . . *house, loud, down, how, bough*

I-2. The Centring Diphthongs:

Description of the articulation of /ɪə/:

*This RP diphthong /**ɪə**/ begins with a position approximately to /**ɪ**/ in mid-close and centralised front position. The glide moves towards /**ə**/ and to more open in final position of the words, as in here /hɪə/ but not so extensive in mid-position of the word, as in weird /wɪəd/.*

The lips are neural with a slight movement from spread to open.



Characteristics

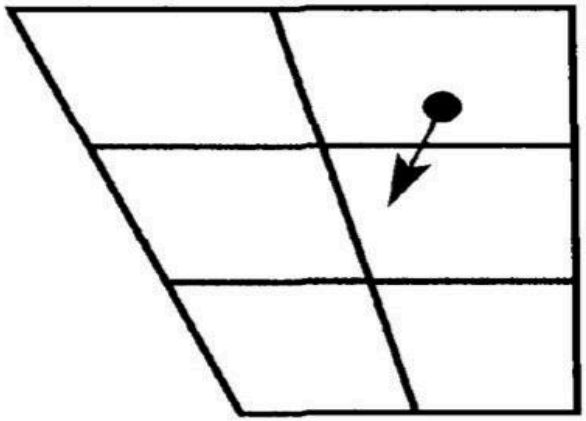
The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open.

As in . . . *beer, beard, fear, pierce, Ian, here, idea*

Description of the articulation of /ʊə/:

This RP diphthong /ʊə/ glides from a tongue position similar to /ʊ/ then moves towards the vowel /ə/. It moves to more the centre when the diphthong occurs in word-medial position during /ˈdjʊərɪŋ/. *However, it is more open in word final position as in* poor /pʊə/. *The lips are rounded at the beginning then neutral as the glide progresses.*

ʊə



Characteristics

The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.

As in . . . **sure*, *moor*, *tour*, *obscure*

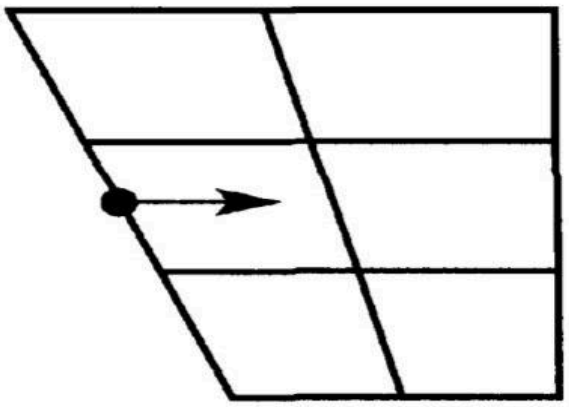
**Quite a rare diphthong. Many speakers replace it with /ɔː/

Description of the articulation of /eə/:

This RP gliding vowel **/eə/** *begins with a mid-open front position and moves to more open variety of* **/ə/** *especially in word final position as in there* /ðeə/. *However, in word-medial position the second element , /ə/ tends to be neutral as in parent* /ˈpeərənt/.

The lips are neural throughout the diphthong.

eə



Characteristics

The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open.

As in . . . *where, wear, chair, dare, stare, there*

II-Triphthongs /ˈtrɪfθɒŋz/

a triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.
For example, a slow pronunciation of the word “hour” begins with a vowel quality similar to /**ɑ**ː/ and goes on towards /**ʊ**/ then ends with schwa /**ə**/ to get /**ɑʊə**/.

The triphthongs are composed of the five closing diphthongs with schwa /ə/ added to the end:

/eɪ/	+	/ə/	=	/eɪə/	i.e:	Player /ˈpleɪə/, payer /ˈpeɪə/
/ɑɪ/	+	/ə/	=	/ɑɪə/	i.e:	Fire /ˈfɑɪə/, higher /ˈhɑɪə/
/ɔɪ/	+	/ə/	=	/ɔɪə/	i.e:	Loyal /ˈlɔɪəl/, royal /ˈrɔɪəl/
/əʊ/	+	/ə/	=	/əʊə/	i.e:	Lower /ˈləʊə/, slower /ˈsləʊə/
/ɑʊ/	+	/ə/	=	/ɑʊə/	i.e:	Our–hour /ˈɑʊə/, power /ˈpɑʊə/

Thanks for your kind attention

For more information refer to:

1- *English Pronunciation in Use*, Elementary

Level, pp 68-74

2- Jones, D. (1960) *Outline of English Phonetics*,

(9th edition). Cambridge University Press.

3- Tench, P. (2011) *Transcribing the Sound of*

English, (1st edition). Cambridge University Press.

Lecturer:
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Lecture 4: Detailed Study of English Consonants

Objective: *By the end of this course you'll be able to:*

1- Define English consonants.

2- Recognise the different manners of articulation for consonants.

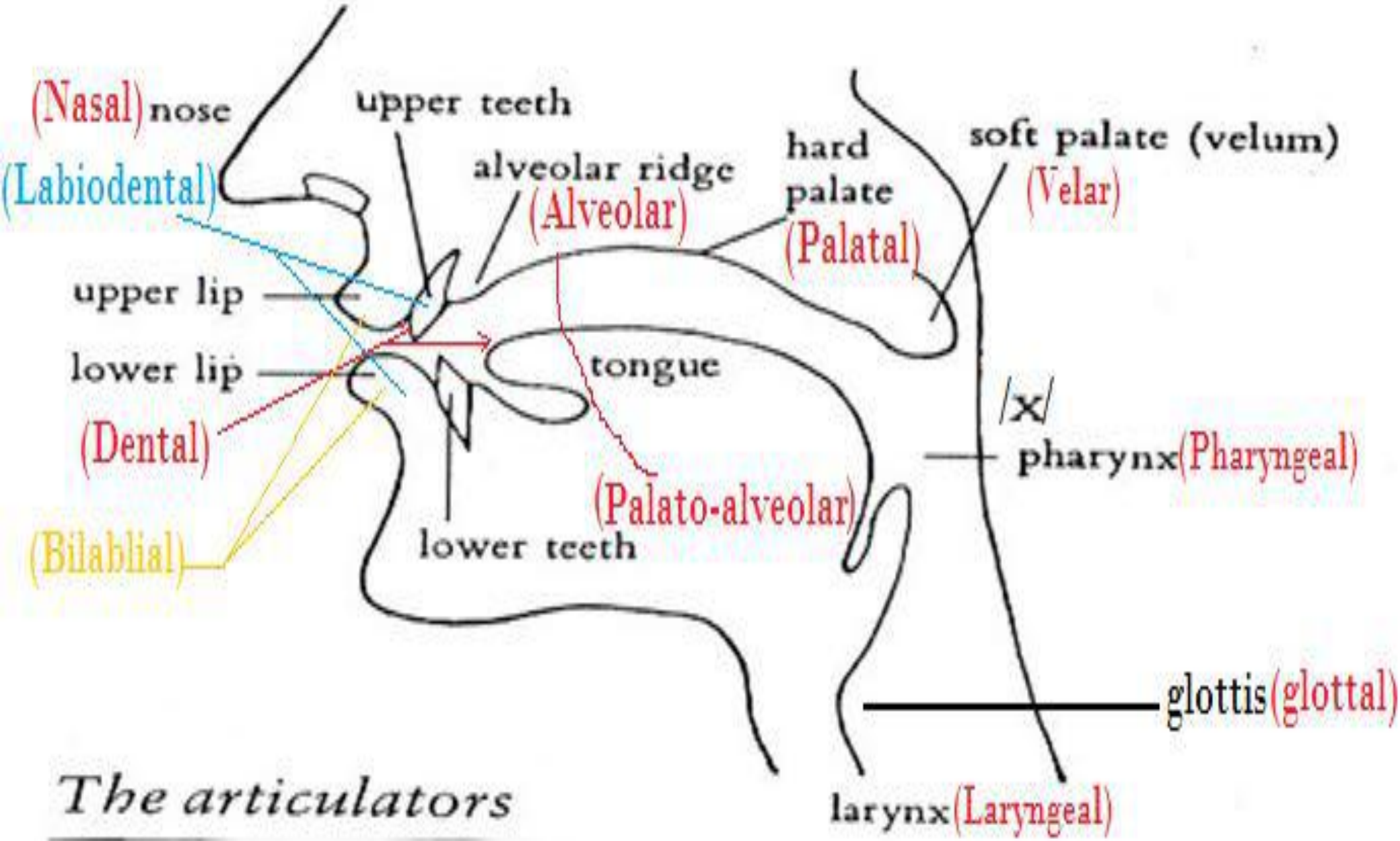
3- Know the places of articulation of different English consonantal sounds.

4- Identify each consonant using description of articulation and example words.

5- Use authentic audios and videos for listening and repeating to English consonants.

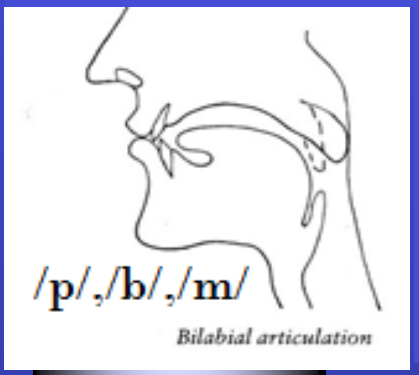
7- Pronounce pure vowels in several words and utterances with correct pronunciation.

1. Place and Manner of Articulation of Consonants:

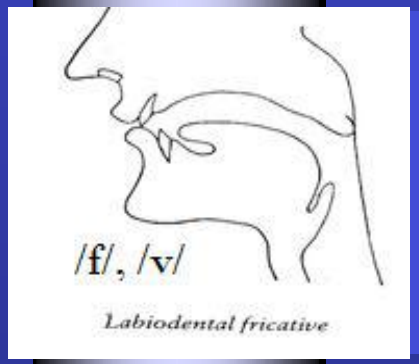


1.1. Place of Articulation:

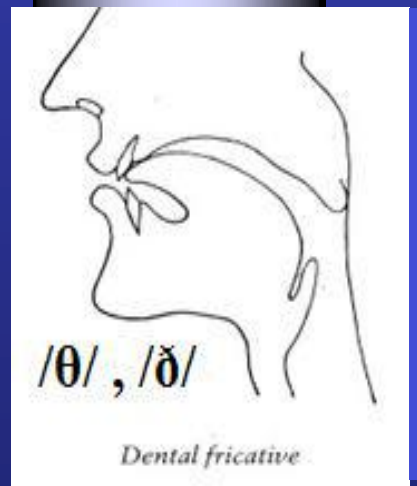
The place of articulation classifies speech sounds in terms of their articulation in the vocal tract. In this section, we will present the main places of articulation of English consonants as follows:



Bilabial: bilabial sounds are made by placing the lips against each other. Examples of such sounds in English we have the following: /**p**/, /**b**/, /**m**/. The sound /p/ is voiceless, e.g: *pay* but voiced in /b/ & /m/ e.g: *bay*, *may*.

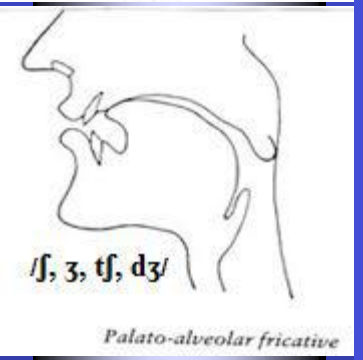


Labiodental: sounds are made when the lower lip is raised towards the upper front teeth. Examples are /**f**/ *safe* (voiceless) and /**v**/ *save* (voiced).

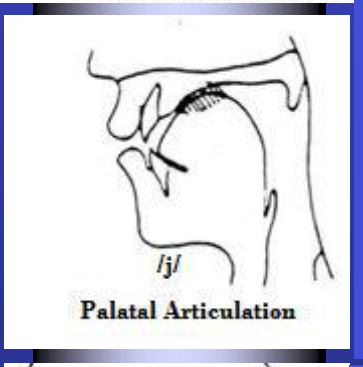


Dental sounds are produced by touching the upper front teeth with the tip of the tongue. Examples are /θ/ *oath* (voiceless) and /ð/ *clothe* (voiced).

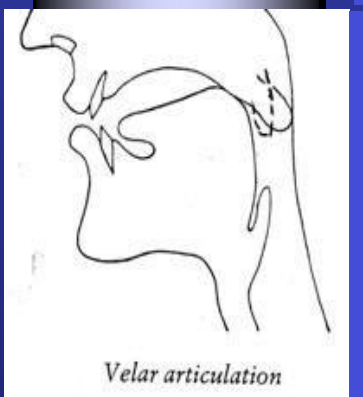
Alveolar sounds are made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, called the alveolar ridge. Examples are / **t, s** / *too*, *sue*, both voiceless, and /**d, z, n, l, r** / *do*, *zoo*, *no*, *look*, *rook*, all voiced.



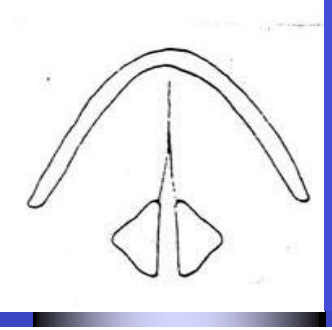
Palato-alveolar sounds are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge. Examples / **ʃ, tʃ** / *pressure*, *batch* (voiceless) and / **ʒ , dʒ** / *pleasure*, *badge* (voiced).



Palatal sounds are very similar to palatoalveolar ones, they are just produced further back towards the velum. The only palatal sound in English is / **j** / as in *yes*, *yellow*, *beauty*, *new* and it is voiced.



Velar sounds are made by raising the back of the tongue towards the soft palate, called the velum. Examples /**k**/ *back*, voiceless, and / **g** , **ŋ** / both voiced *bag*, *bank*.



Glottal sounds are produced when the air passes through the glottis as it is narrowed. Example of such sound is /h/ as in *high*.

1.2. Place of Articulation:

The manner of articulation has to do with the kind of air obstruction after it has passed the vocal folds. It may meet a complete closure (plosives), an almost complete closure (fricatives), or a smaller degree of closure (approximants), or the air might escape in more exceptional ways, around the sides of the tongue (laterals), or through the nasal cavity (nasals).

Manner of Articulation \ Place of Articulation		Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	Glottal
A	Plosive	p , b			t , d				k , g	
A	Fricative		f , v	θ , ð	s , z		ʃ , ʒ			h
A	Affricate						tʃ , dʒ			
B	Nasal	m			n				ŋ	
B	Lateral				l					
B	Approximant[1]	w				r		j		

IPA table contains the **consonant phonemes** of the English language

3. Description of the Articulation of English Consonant

3.1. Identification of the consonants /p/, /b/

Those two bilabial sounds are made with total closure using the lips. The soft palate is raised to stop the air from escaping through nasal cavity. /**p**/ is unvoiced and fortis. /**b**/ is voiced and lenis. *Pay*/peɪ/, *bye*/bɑɪ/.

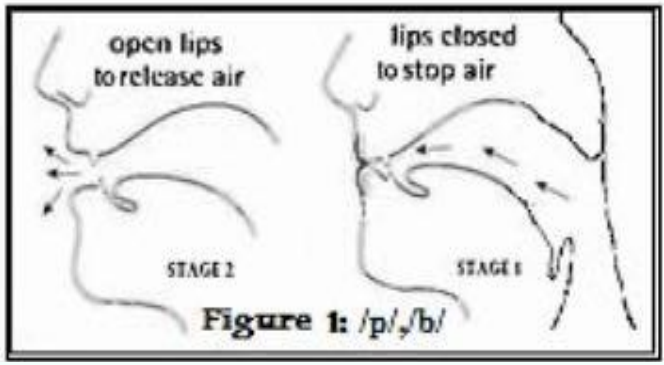


Figure 1: /p/,/b/

Task : **Pronounce the following words**

Listen and repeat: /p/ **Pack, Pan, Copy, Happen, Hop, Pop**

/b/ **Back, Bag, Hobby, Habit, Job, Bob**

Minimal Pairs: **Back, Pack**

Bare, Pair

Cab, Cap

Symbol, Simple

Punch, Bunch

3.2. Identification of the consonants /k/, /g/

Those two velar sounds are made with total closure using the back of the tongue against the soft palate the suddenly release the air. /**k**/ is unvoiced and fortis. /**g**/ is voiced and lenis. e.g: *can*/kæn/, *guess*/ges/.

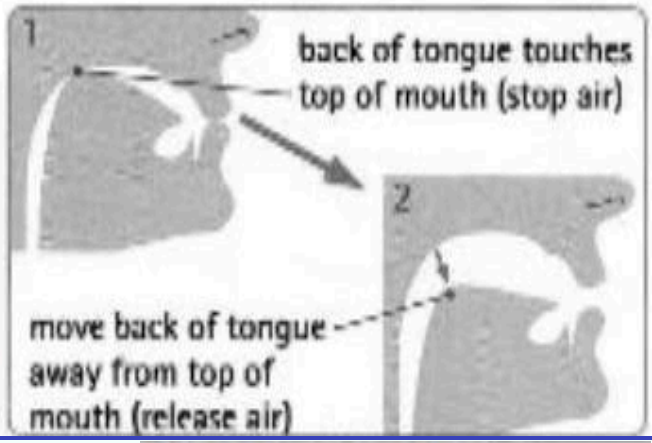


Figure 2: /k/, /g/

<u>Task :</u> Pronounce the following words

Listen and repeat: /k/ Came, Lucky, Sick, Clock

/g/ Glue, Struggle, Bag, Gig

Minimal Pairs: Glue, Clue

Ghost, Coast

Log, Lock

Pig, Pick

Came Game

Back Bag

Cage Gauge

Calories Galleries

3. Description of the Articulation of English Consonant

3.3. Identification of the consonants /t/, /d/

Those two alveolar sounds are made with total closure using the tongue blade against the alveolar ridge. Soft palate is raised to stop air from going to nasal cavity. /**t**/ is unvoiced & fortis. /**d**/ is voiced & lenis. *Tie*/taɪ/, *do*/duː/.

Figure /t/, /d/

Task : Pronounce the following words

Listen and repeat: /t/ Tin, Button, Get, Tight, Tell

/d/ Dame, Ladder, Odd, Did, Deaf

Minimal Pairs: Tin, Din

To, Do

Town, Down

Eight, Aid

Bet Bed

Tame Dame

Doom Tomb

Medal Metal

Heard Hurt

3.4. Identification of the consonants /f/, /v/

Labiodental sounds are made with partial closure in which an audible friction is heard. They are articulated with the front upper teeth against lower lip. /**f**/ is unvoiced & fortis. /**v**/ is voiced & lenis. *fit* /fɪt/, *vice* /vaɪs/.

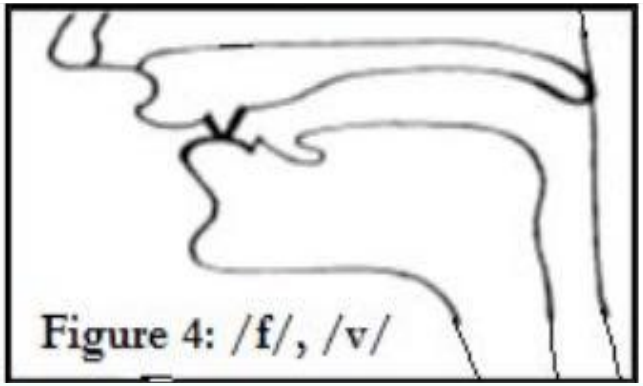


Figure 4: /f/, /v/

Task : Pronounce the following words

Listen and repeat: /f/ Fat, Coffee, Rough, Fluff

/v/ Very, Heavy, Move, Verve

Minimal Pairs:

Vault,	**Fault**
Believe,	**Belief**
Live,	**Life**

Fan	**Van**
Leaf	**Leave**
Off	**Of**
Rifle	**Rival**

Very	**Berry**
Vet	**Bet**
Vote	**Boat**
Vowel	**Bowel**

3. Description of the Articulation of English Consonant

3.5. Identification of the consonants /θ/, /ð/

Dental sounds are made with partial closure or narrow opening using the upper front teeth against tongue-tip. The soft palate is raised. The consonant /θ/ is unvoiced & fortis. /ð/ is voiced & lenis. *Thin* /θɪn/, *that* /ðæt/.

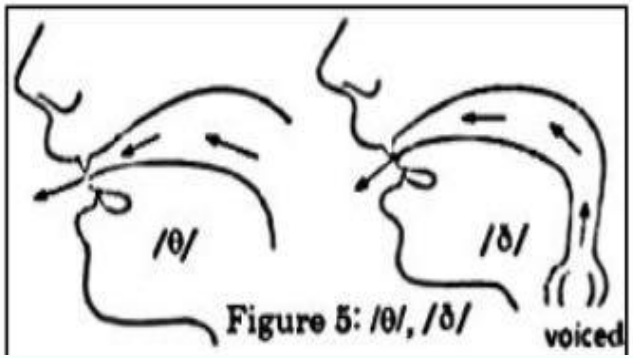


Figure 5: /θ/, /ð/

Task : **Pronounce the following words**

Listen and repeat: **/θ/ Thin, Throw, Thumb, Author, Healthy, Birth, Path**

/ð/ Then, This, There, That, Other, Smooth

3.6. Identification of the consonants /s/, /z/

Those alveolar sounds are made with partial closure. The soft palate is raised to stop air from going thru nasal cavity. The tip of the tongue contacts alveolar ridge. /**s**/ is voiceless & fortis. /**z**/ is voiced & lenis. *See* /si:/, *zoo* /zu:/.

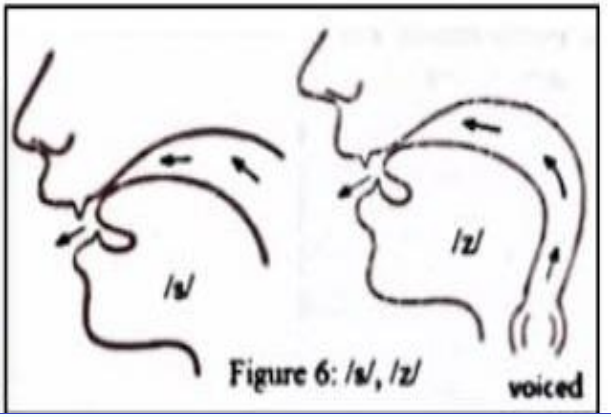


Figure 6: /s/, /z/

<u>Task :</u> Pronounce the following words

Listen and repeat: /s/ Soon, Mister, Hiss, Cease

/z/ Zero, Music, Buzz, Roses

Minimal Pairs: Buzz, Bus

Rise, Rice

Zip, Sip

Lazy, Lacy

His Hiss

Cause, Course

Plays, Place

Grows Gross

3. Description of the Articulation of English Consonant

3.7. Identification of the consonants /ʃ/, /ʒ/

Fricative consonants are formed by a narrowing of the air passage then the air escapes making a kind of hissing sound with an audible friction. The blade of the tongue contacts the palato-aveolar slightly. The soft palate is raised. /ʃ/ is unvoiced & fortis. /ʒ/ is voiced & lenis. *Shake* /ʃeɪk/, *beige* /beɪʒ/.

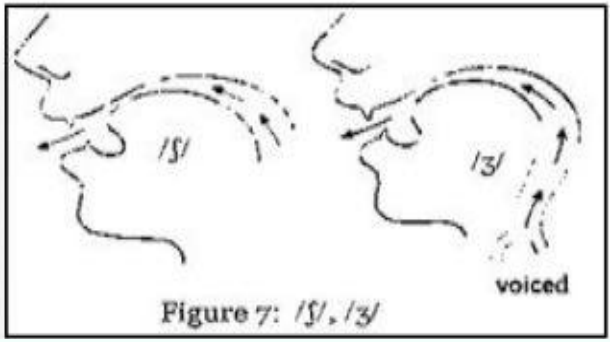


Figure 7: /ʃ/, /ʒ/

Task : **Pronounce the following words**

Listen and repeat: **/ʃ/ Ship, Sure, Nation, Fish, Shush**

/ʒ/ Leisure, Pleasure, Vision, Beige

Minimal Pairs: **Ship, Sip**

Show, So

Shy, Sigh

Chauffeur, Sofa

Shock Sock

3.8. *Identification of the consonants /tʃ/, /dʒ/*

The English affricative sounds **/tʃ/** and **/dʒ/** are described as a transition from the plosives **/t, d/** into the fricatives **/ʃ , ʒ/** rapidly to get one phoneme. **/tʃ/** is unvoiced & fortis. **/dʒ/** is voiced & lenis. *Chief* /tʃi:f /, *Jack* /dʒæk/.

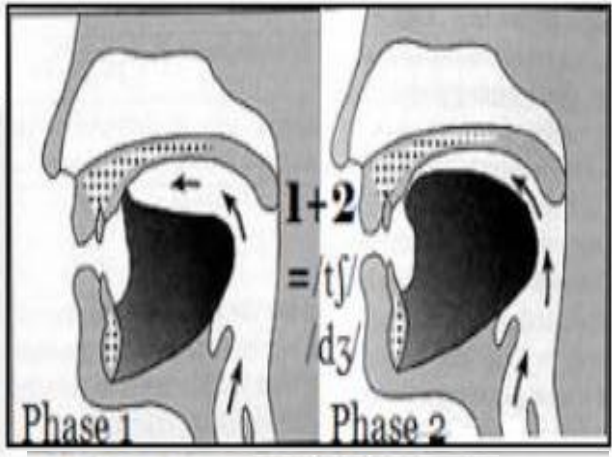


Figure /tʃ/, /dʒ/

Task : **Pronounce the following words**

Listen and repeat: **/tʃ/ Choke, Teacher, Match, Church**

/dʒ/ Judge, Joke, Lodger, Bridge

Minimal Pairs: **Choke, Joke**

Chunk, Junk

Rich, Ridge

Lunch, Lunge

Surge, Search

3. Description of the Articulation of English Consonant

3.9. Identification of the consonant /h/

This consonant is articulated with the narrowing of the airflow in glottis. It is a kind of breathing out with an audible friction in the vocal cords. /**h**/ is voiceless when produced alone, but voiced when followed by a vowel. Example words: *Heat* /hiːt/, *who* /huː/, *perhaps* /pəˈhæps/, *adhere* /ədˈhɪə/.

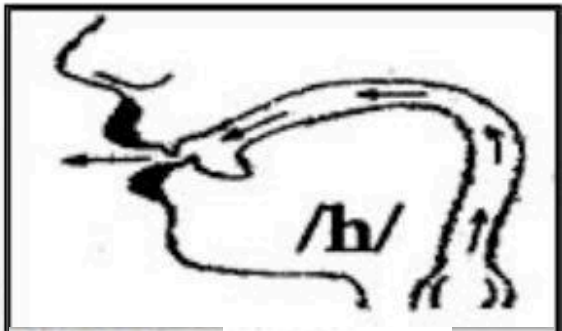


Figure /h/

Task : Pronounce the following words

Listen and repeat: /h/ Here, Ahead, Hot, Hello, Height, Hedge, How,

3.10. Identification of the consonant /m/

In the nasal consonants the air escapes through nose. To do this, the soft palate is lowered to let air go to nasal cavity. /**m**/ is articulated with closed lips (bilabial) then air goes through nasal cavity. /**m**/ is voiced. *Mike* /maɪk/.

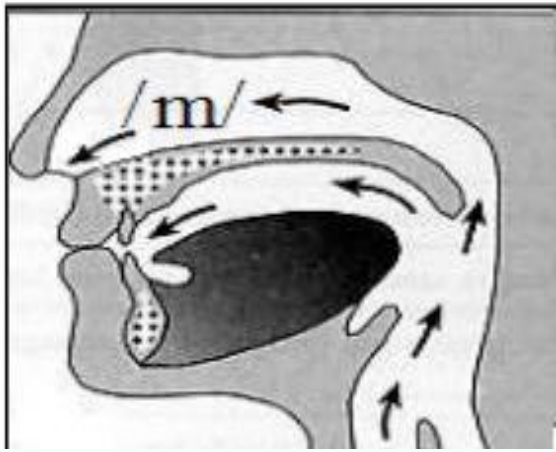


Figure /m/

Task : **Pronounce the following words**

Listen and repeat: /m/ **More, Hammer, Sum, Mime.**

Minimal Pairs: **Sum, Sung, Sun**

Rum, Run, Rung

3. Description of the Articulation of English Consonant

3.11. Identification of the consonant /n/

In the nasal sound /n/ the velum is lowered so that the air can escape thru nasal cavity. /**n**/ is articulated with tongue tip pressing the alveolar ridge. /**n**/ is voiced. *Nile*/nɑɪl/, *snow* /snəʊ/, *fallen* /'fɔːlən/, none /nʌn/.

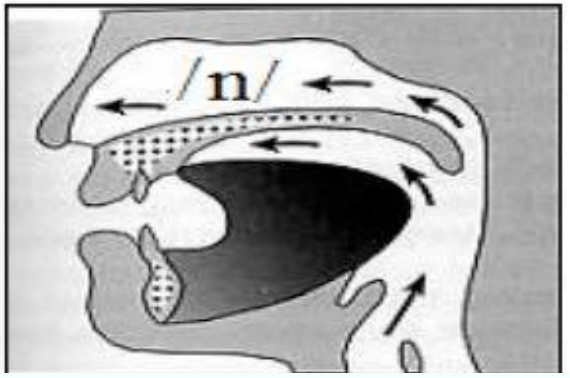


Figure /n/

Task : Pronounce the following words

Listen and repeat: /n/ **Nice, Son, Funny, None.**

Minimal Pairs: **Sun, Sung**

Pin, Ping

Ran, Rang

Thin, Thing

Wind, Winged

3.12. Identification of the consonant /ŋ/

This voiced nasal sound is made with the back of the tongue against velum.

e.g.: *Ring* /rɪŋ/, *link* /lɪŋk/, *singer* /ˈsɪŋə/, *hanger* /ˈhæŋə/, *hunger* /ˈhʌŋgə/.

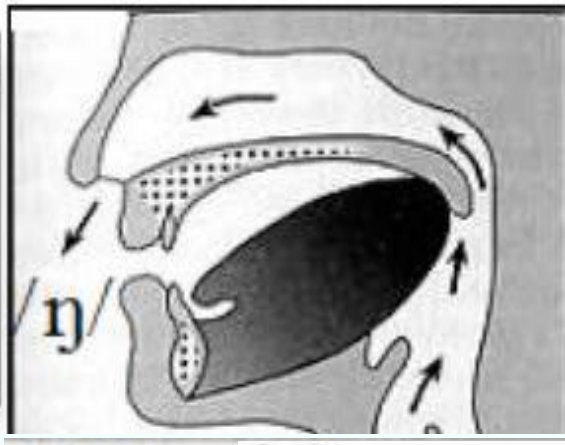


Figure : /ŋ/

Task : Pronounce the following words

Listen and repeat: /ŋ/ Anger, Thanks, Rung, King.

Minimal Pairs: Run, Rung

Ton, Tongue

Win, Wing

Robin, Robbing

Sinner, Singer

3. Description of the Articulation of English Consonant

3.13. Identification of the consonant /l/

This voiced alveolar lateral consonant is articulated with tongue centre and the alveolar ridge in which the air flows around both sides of the tongue. There are two types of laterals:

The clear /l/ is voiced alveolar lateral as: *let* /let/, wallet /'wɒlɪt/, *elite* /ɪ'li:t/

The dark /l/ is voiced velar lateral as: *well* [weɬ], *milk* [mɪɬk], *little* ['lɪtɬ].

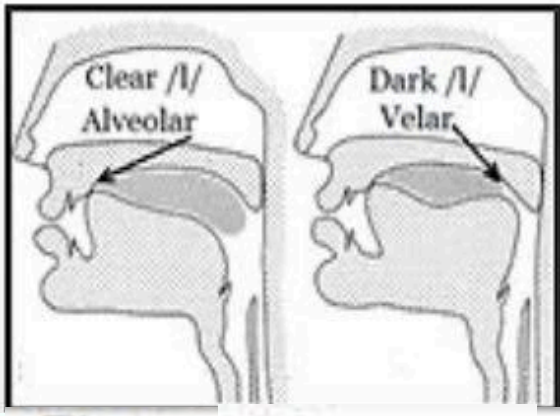


Figure /l/

Task : Pronounce the following words

Listen and repeat: /l/ Light, Valley, Bell, Level, Let, Tell, Leaf, Feel, Loaf, Foal, Loot, Tool, Pal, Pill, Mile

Minimal Pairs: Light, Right

Led, Red

Clash, Crash

Climb, Crime

Lice Rice

Lock Rock

3.14. Identification of the consonant /r/

This post-alveolar consonant is pronounced with the articulators approach each other without a plosive or fricative sound as an approximant. The tip of the tongue approaches further back to the alveolar ridge somehow like /**t, d**/. the lips are slightly round. /**r**/ is voiced. *Right* /raɪt/, *free* /fri:/, *writer* /'raɪtə/.

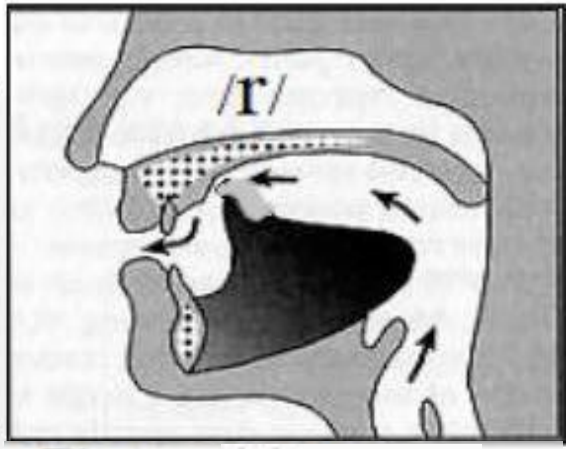


Figure /r/

Task : **Pronounce the following words**

Listen and repeat: /r/ Right, Wrong, Sorry, Arrange

Minimal Pairs: Wrong, Long

Royal, Loyal

Misread, Misled

Pirate, Pilot

Pray Play

Pronunciation of /r/ in British English after a vowel: car, card, bored, here, heard

This is my car but My car is blue

3. Description of the Articulation of English Consonant

3.15. Identification of the consonant /w/

This glide or semivowel is made like back close vowel /**uː**/ but it is very short. This bilabial approximant is articulated with rounded lips. /**w/ & /j/** never occur in word final position. e.g.: *waste* /weɪst/, *require* /rɪˈkwɑɪə/.

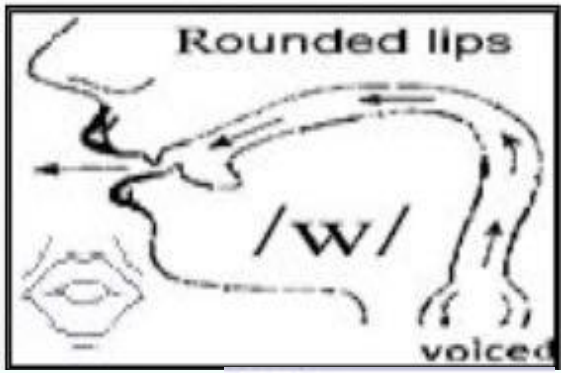


Figure /w/

Task : **Pronounce the following words**

Listen and repeat: **/w/ Wet, When, One, Beware, Quick, Queen**

Minimal Pairs: **Wet, Vet**

Worse, Verse

While, Vile

West Vest

Wary Vary

3.16. Identification of the consonant /j/

This glide or semivowel is made like front close vowel /iː/ but is very short. This palatal approximant is articulated with the back of the tongue raised to the velum (soft palate). /j/ is voiced. *Yes*/jes/, *tube*/tjuːb/, *new*/njuː/.

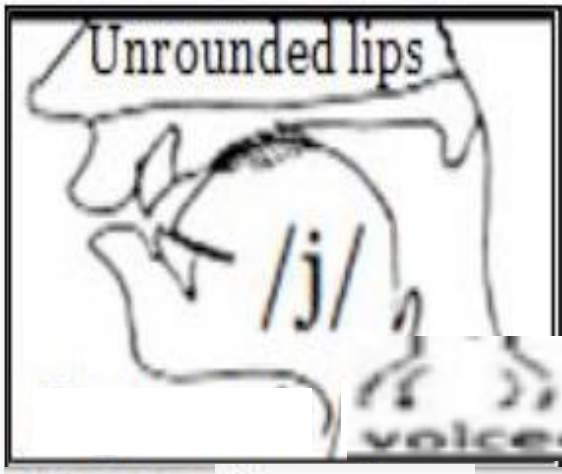


Figure /j/

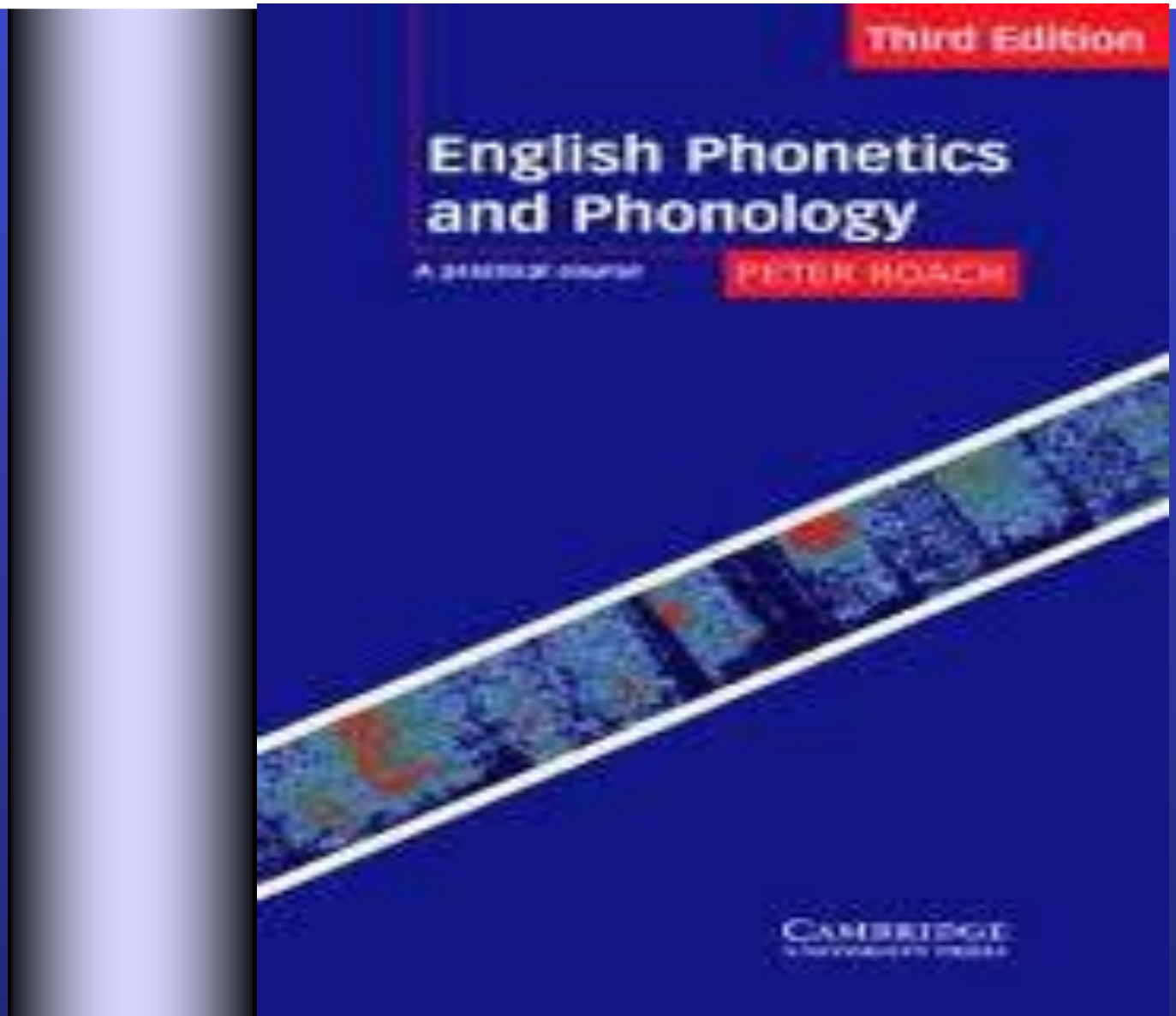
Task : **Pronounce the following words**

Listen and repeat: **/j/ Yet, Use, Yellow, Useful, Beauty, Few, Cute, Accuse**

	Initial	*Medial*	*Final*		*Initial*	*Medial*	*Final*
p	pin	upper	top	ð	those	father	soothe
b	buy	rubber	rib	s	same	classy	miss
t	tea	butter	boot	z	zoo	reason	choose
d	desk	lady	word	ʃ	sure	ocean	rush
k	come	echo	weak	ʒ		vision	rouge
g	guest	again	rug	h	horse	ahead	
tʃ	cheese	richer	much	m	must	hammer	some
dʒ	joy	region	charge	n	nail	dinner	thin
tr	tree	extra		ŋ		hanger	long
dr	drive	address		l	look	allow	fall
f	fancy	affect	laugh	r	red	very	
v	voice	river	live	w	wet	away	
θ	think	earthy	faith	j	yet	beyond	

Table 11 The distributional table of English consonant phonemes.

Thanks for your kind attention



know	/nəʊ/	**knew**	/nu:/	**known**	/nəʊn/
lay	/leɪ/	**laid**	/leɪd/	**laid**	/leɪd/
lead	/li:d/	**led**	/led/	**led**	/led/
learn	/lɜ:n/	**learnt , learned**	/lɜ:nt/ , /lɜ:rnd/	**learnt , learned**	/lɜ:nt/ , /lɜ:rnd/
leave	/li:v/	**left**	/left/	**left**	/left/
lie	/laɪ/	**lay**	/leɪ/	**lain**	/leɪn/
lose	/lu:z/	**lost**	/lɒst/	**lost**	/lɒst/
make	/meɪk/	**made**	/meɪd/	**made**	/meɪd/
meet	/mi:t/	**met**	/met/	**met**	/met/
pay	/peɪ/	**paid**	/peɪd/	**paid**	/peɪd/
put	/pʊt/	**put**	/pʊt/	**put**	/pʊt/
read	/ri:d/	**read**	/red/	**read**	/red/
ride	/raɪd/	**rode**	/rəʊd/	**ridden**	/'rɪdn̩/
ring	/rɪŋ/	**rang**	/ræŋ/	**rung**	/rʌŋ/
rise	/raɪz/	**rose**	/rəʊz/	**risen**	/'rɪzən/
run	/rʌn/	**ran**	/ræn/	**run**	/rʌn/
say	/seɪ/	**said**	/sed/	**said**	/sed/
see	/si:/	**saw**	/sɔ:/	**seen**	/si:n/
sell	/sel/	**sold**	/səʊld/	**sold**	/səʊld/
shake	/ʃeɪk/	**shook**	/ʃʊk/	**shaken**	/'ʃeɪkən/
shine	/ʃaɪn/	**shone**	/ʃəʊn, ʃɒn/	**shone**	/ʃəʊn, ʃɒn/
shoot	/ʃu:t/	**shot**	/ʃɒt/	**shot**	/ʃɒt/
show	/ʃəʊ/	**showed**	/ʃəʊd/	**shown**	/ʃəʊn/
shut	/ʃʌt/	**shut**	/ʃʌt/	**shut**	/ʃʌt/
sing	/sɪŋ/	**sang**	/sæŋ/	**sung**	/sʌŋ/
sit	/sɪt/	**sat**	/sæt/	**sat**	/sæt/
sleep	/sli:p/	**slept**	/slept/	**slept**	/slept/
speak	/spi:k/	**spoke**	/spəʊk/	**spoken**	/'spəʊkən/
stand	/stænd/	**stood**	/stʊd/	**stood**	/stʊd/
swim	/swɪm/	**swam**	/swæm/	**swum**	/swʌm/
take	/teɪk/	**took**	/tʊk/	**taken**	/'teɪkən/
teach	/ti:tʃ/	**taught**	/tɔ:t/	**taught**	/tɔ:t/
tell	/tel/	**told**	/təʊld/	**told**	/təʊld/
think	/θɪŋk/	**thought**	/θɔ:t/	**thought**	/θɔ:t/
throw	/θrəʊ/	**threw**	/θru:/	**thrown**	/θrəʊn/
understand	/ˌʌndə'stænd/	**understood**	/ˌʌndə'stʊd/	**understood**	/ˌʌndə'stʊd/
wake	/weɪk/	**woke**	/wəʊk/	**woken**	/'wəʊkən/
wear	/weə(r)/	**wore**	/wɔ:(r)/	**worn**	/wɔ:n/
win	/wɪn/	**won**	/wʌn/	**won**	/wʌn/
write	/raɪt/	**wrote**	/rəʊt/	**written**	/'rɪtn̩/

Ministry of Higher Education and Scientific Research

University of Mohammed Kheider Biskra — Faculty of Letters and Languages

Department of Foreign Languages — Division of English

Student's full name: ..... Teacher: Mr. Aounali

Level: 1st Year (LMD) — December 13th, 2016

First Homework in Phonetics

Exercise 1: Transcribe the following words:

I. Offend - Particular -Percent -Many – Richard -Fully -Head -Henceforth - Edinburgh - Oxford

.....

II. Half -Passport -Been -Door -Broad -Soon -Bird – Elizabeth – Albert – English - Britain - America

.....

III. Tone - Chair -Were -Square -Bough – Dough - They – Current - Hurry - Upon - Comma - Copy

.....

Exercise 2: Write the words for the transcribed utterances in the following instances:

1-/ðæt/ - /haʊˈevə/ - /əˈnʌðə/ -/ˈdɪfɪkəlt/ - /wɜ:ld/ - /ðeə/ -/ˈθʌrə/ - /wɪtʃ/ -/ˈeəriə/ - /kɔ:s/ -/ˈʌndə/

.....

2- /ʃʊd/ -/ˈnevə/ - /bɪˈtwi:n/ -/ˈsʌmθɪŋ/ - /pɔɪnt/ - /hɪə/ - /prəˈvaɪd/ - /lɑ:dʒ/ -/ˈnʌmbə/ - /ˈɔ:lweɪz/

.....

3-/ˈkwestʃən/ -/ˈpaʊə/ - /tʃeɪndʒ/ -/ˈkʌlə/ -/ˈdjʊərɪŋ/ - /jeə/ - /hu:/ - /ɪˈnʌf/ -/ˈlæŋgwɪdʒ/

.....

4- /ˈræðə/ - /wʌns/ - /mʌnθ/ - /vju:/ - /ɪgˈza:mpl/ - /rɪˈzʌlt/ - /mu:v/ -/ˈwɔ:tə/ - /əˈlaʊ/

.....

Exercise 3: Transcribe the words:

1– Michael – Potato –Direction –Realm –Sword –Hanger – Appeared – Quantity – Able

.....

2–Fallen – Hymn –Pertinent –Hasten –Target –Wingle – Wrestled – Example – Tough

.....

3– Sleep –Diesel –Keeper –Knight –Youngsters – Sky – Couples – Cattles – Slide – Slim

.....

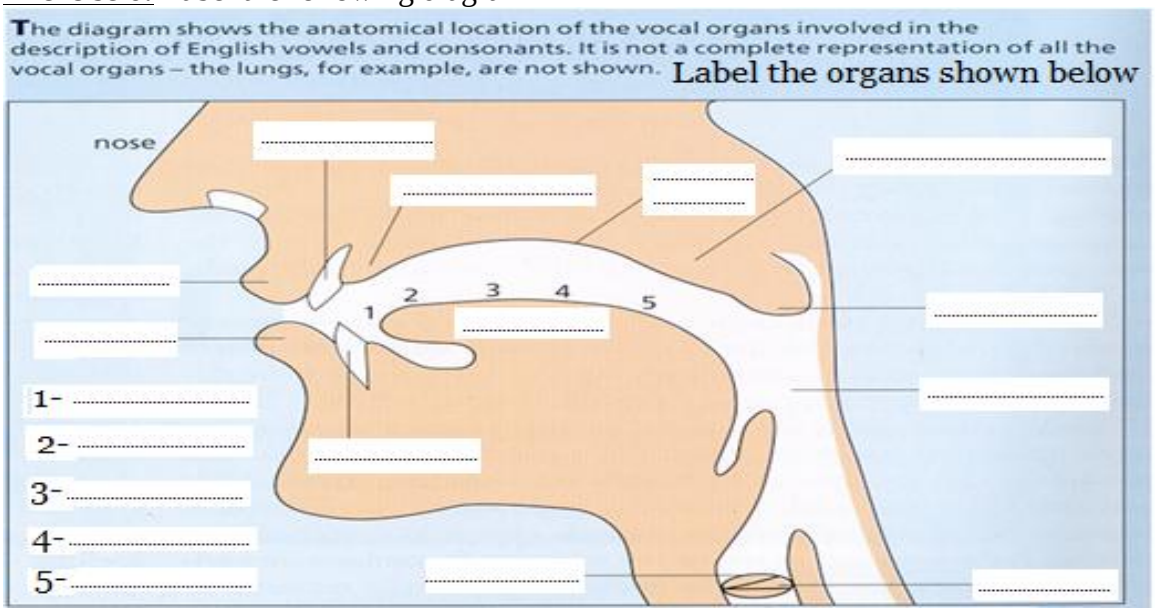
Exercise 4: Give/provide two minimal pairs for each set of vowel sounds

/i:/ & /e/	/ʊ/ & /u:/	/ɪ/ & /e/	/ʌ/ & /uː/
…… ……	…….. ……..	…….. ……	……. ……..
…… ……	…….. ……..	…….. ……	……. ……..

Exercise 5: Circle all the /ɪ/ vowel sounds and underline the /iː/ vowel sounds ***(two examples are given)***

Big, green, people, busy, dinner, scheme, inn, please, listen, office, pizza, repeat, Peter, scene, ready, byte.

Exercise 6: Label the following diagram



Recommendations: for accurate practice, try to pronounce loudly the sounds you want to learn then listen and repeat to the words which contain those sounds. You can refer to the **Book of Peter Roach** in order to revise vowels and consonants articulation or to listen to them recited in **English Pronunciation in Use (Elementary)**. *You can go to* **BBC English Online** to practise more: http://www.bbc.co.uk/learningenglish/english/features/pronunciation

gʊd lʌk ænd hæpi hɒlədeɪz

ɪndʒɔɪ jɔ: taɪm

N.B: you can download this document and some phonetics lectures in PDF format from these links:

https://vk.com/doc391335396_439767618 **or** https://www.facebook.com/groups/217344448289216/files/

University of Biskira ___Algeria_____English Department_____First Year___Grammar & Phonetics

English Irregular Verbs with Phonetic Transcription

beat	/bi:t/	**beat**	/bi:t/	**beaten**	/'bi:tn̩/
become	/bɪ'kʌm/	**became**	/bɪ'keɪm/	**become**	/bɪ'kʌm/
begin	/bɪ'gɪn/	**began**	/bɪ'gæn/	**begun**	/bɪ'gʌn/
bend	/bend/	**bent**	/bent/	**bent**	/bent/
bite	/baɪt/	**bit**	/bɪt/	**bitten**	/'bɪtn̩/
blow	/bləʊ/	**blew**	/blu:/	**blown**	/bləʊn/
break	/breɪk/	**broke**	/brəʊk/	**broken**	/'brəʊkən/
bring	/brɪŋ/	**brought**	/brɔ:t/	**brought**	/brɔ:t/
build	/bɪld/	**built**	/bɪlt/	**built**	/bɪlt/
burn	/bɜ:n/	**burnt**	/bɜ:nt/	**burnt**	/bɜ:nt/
buy	/baɪ/	**bought**	/bɔ:t/	**bought**	/bɔ:t/
catch	/kætʃ/	**caught**	/kɔ:t/	**caught**	/kɔ:t/
choose	/tʃu:z/	**chose**	/tʃəʊz/	**chosen**	/'tʃəʊzən/
come	/kʌm/	**came**	/keɪm/	**come**	/kʌm/
cost	/kɒst/	**cost**	/kɒst/	**cost**	/kɒst/
cut	/kʌt/	**cut**	/kʌt/	**cut**	/kʌt/
do	/du:/	**did**	/dɪd/	**done**	/dʌn/
draw	/drɔ:/	**drew**	/dru:/	**drawn**	/drɔ:n/
dream	/dri:m/	**Dreamt, dreamed**	/dremt/ , /dri:md/	**dreamt , dreamed**	/dremt/, /dri:md/
drink	/drɪŋk/	**drank**	/dræŋk/	**drunk**	/drʌŋk/
drive	/draɪv/	**drove**	/drəʊv/	**driven**	/'drɪvən/
eat	/i:t/	**ate**	/eɪt, et/	**eaten**	/'i:tn̩/
fall	/fɔ:l/	**fell**	/fel/	**fallen**	/'fɔ:lən/
feed	/fi:d/	**fed**	/fed/	**fed**	/fed/
feel	/fi:l/	**felt**	/felt/	**felt**	/felt/
fight	/faɪt/	**fought**	/fɔ:t/	**fought**	/fɔ:t/
find	/faɪnd/	**found**	/faʊnd/	**found**	/faʊnd/
fly	/flaɪ/	**flew**	/flu:/	**flown**	/fləʊn/
forget	/fə'get/	**forgot**	/fə'gɒt/	**forgotten**	/fə'gɒtn̩/
forgive	/fə'gɪv/	**forgave**	/fə'geɪv/	**forgiven**	/fə'gɪvən/
freeze	/fri:z/	**froze**	/frəʊz/	**frozen**	/'frəʊzən/
get	/get/	**got**	/gɒt/	**got**	/gɒt/
give	/gɪv/	**gave**	/geɪv/	**given**	/'gɪvən/
go	/gəʊ/	**went**	/went/	**gone**	/gɒn/
grow	/grəʊ/	**grew**	/gru:/	**grown**	/grəʊn/
have	/hæv, əv/	**had**	/hæd, əd/	**had**	/hæd, əd/
hear	/hɪə(r)/	**heard**	/hɜ:d/	**heard**	/hɜ:d/
hold	/həʊld/	**held**	/held/	**held**	/held/
hurt	/hɜ:t/	**hurt**	/hɜ:t/	**hurt**	/hɜ:t/

know	/nəʊ/	**knew**	/nu:/	**known**	/nəʊn/
lay	/leɪ/	**laid**	/leɪd/	**laid**	/leɪd/
lead	/li:d/	**led**	/led/	**led**	/led/
learn	/lɜ:n/	**learnt , learned**	/lɜ:nt/ , /lɜ:rnd/	**learnt , learned**	/lɜ:nt/ , /lɜ:rnd/
leave	/li:v/	**left**	/left/	**left**	/left/
lie	/laɪ/	**lay**	/leɪ/	**lain**	/leɪn/
lose	/lu:z/	**lost**	/lɒst/	**lost**	/lɒst/
make	/meɪk/	**made**	/meɪd/	**made**	/meɪd/
meet	/mi:t/	**met**	/met/	**met**	/met/
pay	/peɪ/	**paid**	/peɪd/	**paid**	/peɪd/
put	/pʊt/	**put**	/pʊt/	**put**	/pʊt/
read	/ri:d/	**read**	/red/	**read**	/red/
ride	/raɪd/	**rode**	/rəʊd/	**ridden**	/'rɪdn̩/
ring	/rɪŋ/	**rang**	/ræŋ/	**rung**	/rʌŋ/
rise	/raɪz/	**rose**	/rəʊz/	**risen**	/'rɪzən/
run	/rʌn/	**ran**	/ræn/	**run**	/rʌn/
say	/seɪ/	**said**	/sed/	**said**	/sed/
see	/si:/	**saw**	/sɔ:/	**seen**	/si:n/
sell	/sel/	**sold**	/səʊld/	**sold**	/səʊld/
shake	/ʃeɪk/	**shook**	/ʃʊk/	**shaken**	/'ʃeɪkən/
shine	/ʃaɪn/	**shone**	/ʃəʊn, ʃɒn/	**shone**	/ʃəʊn, ʃɒn/
shoot	/ʃu:t/	**shot**	/ʃɒt/	**shot**	/ʃɒt/
show	/ʃəʊ/	**showed**	/ʃəʊd/	**shown**	/ʃəʊn/
shut	/ʃʌt/	**shut**	/ʃʌt/	**shut**	/ʃʌt/
sing	/sɪŋ/	**sang**	/sæŋ/	**sung**	/sʌŋ/
sit	/sɪt/	**sat**	/sæt/	**sat**	/sæt/
sleep	/sli:p/	**slept**	/slept/	**slept**	/slept/
speak	/spi:k/	**spoke**	/spəʊk/	**spoken**	/'spəʊkən/
stand	/stænd/	**stood**	/stʊd/	**stood**	/stʊd/
swim	/swɪm/	**swam**	/swæm/	**swum**	/swʌm/
take	/teɪk/	**took**	/tʊk/	**taken**	/'teɪkən/
teach	/ti:tʃ/	**taught**	/tɔ:t/	**taught**	/tɔ:t/
tell	/tel/	**told**	/təʊld/	**told**	/təʊld/
think	/θɪŋk/	**thought**	/θɔ:t/	**thought**	/θɔ:t/
throw	/θrəʊ/	**threw**	/θru:/	**thrown**	/θrəʊn/
understand	/ˌʌndə'stænd/	**understood**	/ˌʌndə'stʊd/	**understood**	/ˌʌndə'stʊd/
wake	/weɪk/	**woke**	/wəʊk/	**woken**	/'wəʊkən/
wear	/weə(r)/	**wore**	/wɔ:(r)/	**worn**	/wɔ:n/
win	/wɪn/	**won**	/wʌn/	**won**	/wʌn/
write	/raɪt/	**wrote**	/rəʊt/	**written**	/'rɪtn̩/

Phonemic Chart

Southern British English (RP)

voiced	unvoiced

Note: All vowels are voiced

VOWELS

MONOPHTHONGS

iː E, see, these evil, seat, meat, meet, treat, believe, thief, e-mail, e-bay, BBC	**ɪ** in, if, big, with, this, six difficult, children Philip, Liverpool,	**ʊ** good, wood, could, should would,woman book, crook, look, shook full, put	**uː** do, you, blue, two, shoe food, Jude, Jew knew, crew flew, shoot through, threw moody, Susan
e egg, bed, red, head said, dead emperor	**ə** away, ago over, mother banana dictator London Edinburgh	**ɜː** her, first word, third heard, earth worst, learn herbal, birthday	**ɔː** call, door, talk sure,shore,more pour, poor, walk awesome daughter thought, bought
æ cat, ham, map happy, lab actually fracture	**ʌ** up, but, under love, mother brother, luck butter, London enough, rough none, nun	**aː** car, far, start hard, father heart, calm aunt, aren't can't, shan't half, banana	**ɒ** dog, on, off got, want what, hot yacht oxymoron

DIPHTHONGS

ɪə ear, here, hear clear, beer fear, near, Ian stear happier	**eɪ** A, day, May play, say eight, late alien, make break, hate, bake, take Amy	**əʊ** O, go, no, know, road old, rope, boat show, throw, oh! over, note know, robot
ʊə pure, cure tour curious, jury manure insecure endure	**ɔɪ** boy, toy, joy oil, royal, soil boil spoilt brat	**əʊ** now, cow ow! house, mouse south, spout tower, flower trousers
eə air, care stair, chair bear, wear where, there	**aɪ** I, my, eye bite, bike high, light, sight Skype, child irate, kind	**aʊ** now, cow ow! house, mouse south, spout tower, flower trousers

CONSONANTS

p pet, pop, lip, happy, people peculiar, hippopotamus	**b** baby, bin, Bob bonanza brick, liberty Barbados	**t** tea, tap, tree, trap telemetry Tom, Thomas	**d** did, didn't, dive, road middle	**tʃ** chess, watch child, stretch beach, teach literature	**dʒ** jam, gym, bridge, edge legend, George vegetable	**k** back, cook crack, capitulate	**g** go, gift, great giggle glimmer
f if, fish, off Philip fife, wife Philosophy	**v** very, live, love voice, over, wives vegetable	**θ** think three theory, birthday Thursday thousand	**ð** the, this, that these mother themselves	**s** sun, kiss sucker, missed kicks, stops cuts, costs Mississippi	**z** zoo, zebra please, easy noses, zombie cheese, sneeze runs, plays	**ʃ** she, shoot fish, ship, shy fresh, sheep splash, wash ash, bishop	**ʒ** pleasure television massage usually leisure, Asia
m me, lemon, home, camera manipulate	**n** no, none, notorious bone, Norway	**ŋ** sing, ring, long, song, wrong, doing, living	**h** hello, happy him, her hectic ha ha!	**l** leg, ill, live alive, slow lugubrious	**r** red, real, road, write, really already arrange	**w** we, when, what sweltering	**j** yes, yellow, yesterday, younger, music,

hel'əʊ / həl'əʊ	hello
gʊd 'mɔːnɪŋ	good morning
haɪ	hi!
'θæŋks	thanks
jɔː 'welkəm	you're welcome
'mjuːzɪk	music
ðə 'kwɪk 'braʊn 'fɒks 'dʒʌmps 'əʊvə ðə 'leɪzɪ 'dɒg	the quick brown fox jumps over the lazy dog
'rəʊbɒts ɑːr'ɔːsəm*	robots are awesome
'gʌvnmənt / 'gʌvmənt	government
'lɪtərɪʧə	literature
'vedʒtəbl	vegetable

note the extra /r/ linking the words **are[aː] and **awesome**['ɔːsəm].*

Study Guide for First Year LMD Students

First Year LMD

Module	*Books to be consulted*
Phonetics	**Main source:** *Introduction to Phonetics, Peter Roach* [(1)]*E12/17* **Secondary sources:** *Phonetics, Peter Roach* [(1)]*E12/404* **Extensive reading:** *Pronunciation practice activities, Martin Hewings* [(1)]*E12/346* *English Phonetics and Phonology, Muhammad Ali Alkhuli* [(1)]*E08/210* *English Pronunciation in Use: Elementary level (5CDs). Jonathan Marks.* [(2)]*PDF*
Grammar	**Main source:** *English Grammar in use, Raymond Murphy* [(1)]*E08/023,* [(2)]*PDF* **Secondary sources:** *Essential Grammar in use, Raymond Murphy* [(1)]*E08/067* **Extensive reading:** *A Student's Guide to English Grammar 2005* [(2)]*PDF* *Essential Grammar in Use Supplementary Exercises 2001* [(2)]*PDF*
Culture of the Language & Civilisation	**Main source:** *The Cambridge Encyclopedia of English, David Crystal* [(1)]*E04/011* **Secondary sources:** *An illustrated history of Britain, David Mcdowall* [(1)]*E08/297* *An illustrated history of the USA, Bryn O'callagahan* [(1)]*E08/298* **Extensive reading:** *The English Language, David Crystal* [(1)]*E12/320*
Linguistics	**Main source:** *The study of language, George Yule* [(1)]*E08/098* [(2)]*PDF* **Secondary sources:** *Linguistics, David Crystal* [(1)]*E12/13* **Extensive reading:** *Linguistics An Introduction, Andrew Radford* [(1)]*E08/121* *Linguistics A course book for first year students, N. Bessai Aoudjit* [(1)]*E08/389*
Literature	**Main source:** *Introduction to literature, criticism and theory* [(1)]*E08/212* **Secondary sources:** *A Window on Literature, Gillian Lazar* [(1)]*E08/066* **Extensive reading:** *Literature for today's young adults, A P Nilsen* [(1)]*E04/073* *Dictionary of Literary Terms and literary theory, J .A.Cuddon* [(1)]*E12/004* *An Introduction to English Literature, Francoise Grellet* [(1)]*E08/446*
Written Expression	**Main source:** *How to Write, Alastair Fowler* [(2)]*PDF* **Secondary sources***: Writing Matters, Kristine Brown & Susan Hood* [(2)]*PDF* **Extensive reading:** *How to write Better English, Robert Allen* [(1)]*E12/472* *Write Ahead Skills for Academic Success, Linda Robinson Fellag* [(1)]*E08/198*
Pronunciation	**Main source:** *Easy English, Basic English for Speakers of All Languages* [(2)]*PDF* **Secondary sources:** *Manuel d'anglais oral, Jean-Michel Fournier* [(1)]*E08/449* **Extensive reading:** *Pronunciation, Christine Dalton* [(1)]*E08/303*

(1) These indexed books are available for lend in the repository of the Faculty of Letters and Languages Library at the University of Biskra

(2) PDF the aforementioned books are available to download from the Internet or you can find them on a DVD that your teacher of English Phonetics will provide you with.

Recommendations

You can use the above references as self-study materials for further reading on the subject matters that you are interested in. In the same regard, you can improve your knowledge and skills in order to be more autonomous in your learning at university.

Proposed by: ***Mr. Aounali***

Glossary of basic terms in Phonetics and Phonology

Acoustic phonetics /əˈkuːstɪk fəˈnetɪks/: The branch of phonetics which studies the physical properties of speech sound, as transmitted between mouth and ear, according to the principles of **acoustics;** it is devoted to the study of sound.

Affricate: (*n.*) refers to a sound made when the air-pressure behind a complete closure in the vocal tract is gradually released; the initial release produces a plosive, but the separation which follows is sufficiently slow to produce audible friction, such as / tʃ , dʒ /.

Allophone: (*n.*) A variant of a phoneme. The allophones of a phoneme form a set of sounds that:
(1) Do not change the meaning of a word,
(2) are all very similar to one another but discrete in the allophonic (narrow) transcription [ ],
(3) Occur in phonetic contexts different from one another—for example, syllable initial as opposed to syllable final. The differences between allophones can be stated in terms of phonological rules.

Approximant: An articulation in which one articulator is close to another but without the tract being narrowed to an extent that the airstream is produced. There are four approximants in English / j, l, r, w/

Articulator: One of several parts of the vocal tract that can be used to form speech sounds.

Aspiration: (*n.*) is the audible breath which may accompany a sound's articulation, as when certain types of plosive consonant are released. It is usually symbolized by a small raised [^{h}] following the main symbol. In examples such as English *pin* [pʰɪn]

Assimilation: (*n.*) refers to the influence exercised by one sound segment upon the articulation of another, so that the sounds become more alike, or identical. In the phrase *ten bikes*, for example, the normal form in colloquial speech would be /tem baɪks/, not /ten baɪks/.

Bilabial: (*adj./n.*) A term in the classification of consonant sounds on the basis of their place of articulation: it refers to a sound made by the coming together of both lips. Examples are the initial sounds in *pin, bin, and mat*.

Broad transcription: A transcription that does not show a great deal of phonetic details; often a simple phonemic transcription.

Cardinal vowel: it is the vowel sounds that are produced when the tongue is in an extreme position, either front or back, high or low to provide a precise means of identifying the vowel sounds of a language. The current system was systematized by Daniel Jones in the early 20th century, though the idea goes back to earlier phoneticians, notably Ellis and Bell.

Cluster: (*n.*) refers to any sequence of adjacent consonants, those occurring initially or finally in a syllable, such as[br-] of *bread*, or the final [-st] of *best*, for example, three consonants can occur initially, as in [spr-], [spl-], [skw-]; up to four can occur finally, as in *glimpsed* [-mpst] and *twelfths* [-lfθs]

Coda: The consonants occurring after the vowel in a syllable, it is up to 4 consonants. Sixths /sɪksθs/

Connected speech: A term used in linguistics to refer to spoken language when analyzed as a continuous sequence, as in normal utterances and conversations, word or phrase, as demonstrated by such processes as assimilation and elision, e.g. *and* becoming /n/ in such phrases as *boys and girls*.

Consonant: (*n.*) (**C**) it can be defined phonetically as the sound made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced. Consonant articulation is described in terms of place and manner of articulation.

Coronal: A term for sounds articulated with the tip or blade of the tongue raised toward the teeth or the alveolar ridge (or, sometimes, the hard palate), such as [θ, s, t].

CV, CVC,**CCCVCCCC**, etc. (1) Abbreviations for consonant and vowel sequences, used especially in describing the types of syllable which exist in a language; e.g. in English the statement of the phonotactic possibilities will include the information that it is possible to have **CCCV-** initially, as in *splice /*splaɪs/, and –**VCCCC** finally, as in *sixths /*sɪksθs/.

Daniel Jones: Jones was, with the possible exception of Henry Sweet, the most influential figure in the development of present-day phonetics in Britain. He was born in 1881 and died in 1967; he is probably best remembered internationally for his works on the phonetics of English, particularly his Outline of English Phonetics and English Pronouncing Dictionary.

Diacritic: (*adj/n.*) In phonetics, a mark added to a symbol to alter the way it is pronounced. Diacritic marks (or 'diacritics') include the various accents (´ `), signs of devoicing [◌̥] and nasalization [~].

Diphthong: (*n.*) also (Gliding vowels) is a term used in the phonetic classification of vowel sounds on the basis of their manner of articulation: it refers to a vowel where there is a single (perceptual) noticeable change in quality during a syllable, as in English *beer /* bɪə */, time /*taɪm */, loud /*laʊd/.

Dorsal: (*adj.*) referring to a sound made with the back, or **dorsum**, of the tongue in contact with the roof of the mouth, as in velar (sc. **dorso-velar**) or palatal (sc. **dorso-palatal**) sounds.

Elision: (*n.*) Refers to the omission of sounds in connected speech. Both consonants and vowels may be affected, and sometimes whole syllables may be **elided**. Unstressed grammatical words, such as *and* and *of*, are particularly prone to be elided, as when the *f* is dropped in *cup of tea* (i.e. *cuppa tea* / kʌp ə tiː/) or the *a* and *d* are dropped in *boys 'n' girls /*bɔɪz *n* gɜːlz/.

Falling: (*adj.*) (1) a term used in classifying the linguistic uses of pitch, referring to a movement from relatively high to relatively low. **Falling tones** (or **falls**) of various kinds (e.g. 'high/low falling', 'falling-rising') may be encountered in the study of intonation systems and of tone languages.

Fortis: (*adj.*) it refers to a sound made with a relatively strong degree of muscular effort and breath force (/p, t, k, f, θ, s, ʃ, h, tʃ/) , compared with some other sounds (known as lenis).

Fricative (*n.*) also called **spirant**, it refers to sounds made when two organs come so close together that the air moving between them produces audible friction. There is no complete closure between the organs.

Geminate: Adjacent segments that are articulated in the same way, such as some mothers /sʌm‿mʌðəz /.

Glide: (*n.*) A term used in phonetics to refer to a transitional sound as the vocal organs move towards or away from an articulation (on-glide and off-glide respectively). An example is the [j] glide heard in some pronunciations of words like *tune*, viz. [tjuːn].

Glottal: (*adj.*) it is a sound made in the larynx, due to the closure or narrowing of the **glottis**, the aperture between the vocal folds.

International Phonetic Association (IPA): An organization founded in 1886 by a group of European phoneticians (Paul Passy (1859–1940) and others) to promote the study of phonetics. IPA was published in 1889 which, in modified and expanded form, and today the most widely used system for transcribing the sounds of a language.

Intonation (*n.*)**:** A term used in the study of suprasegmental phonology, referring to the distinctive use of patterns of pitch, or melody. The study of intonation is sometimes called **intonology**.

Labio-dental (*adj./n.*)**:** A term used in the phonetic classification of speech sounds on the basis of their place of articulation: it refers to a sound in which one lip is actively in contact with the teeth.

Labial: it is a general label for articulations in which one or both of the lips are involved. It is usually necessary to be more specific: if a consonant is made with both lips it is called **bilabial.**

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Larynx (*n.*)**:** The part of the windpipe, or trachea, containing the vocal folds. The larynx, or 'voice box', is a casing of muscle and cartilage, which at the front is most noticeable in the protuberance in the adult male neck known as the 'Adam's apple'.

Lateral (*adj./n.*)**:** it refers to any sound where the air escapes around one or both sides of a closure made in the mouth, as in the various types of /l/ sound.

Lenis (adj.)**:** a general term used in the phonetic classification of consonant sounds on the basis of their manner of articulation; it refers to a sound made with a relatively weak degree of muscular effort and breath force, such as /b, d, g, v, ð, z, ʒ, dʒ/.

Linking (*adj./n.*)**:** refers to a sound which is introduced between linguistic units, usually for ease of pronunciation. In English, the **linking r** is the most familiar example of this process, as when the *r* in *car* is pronounced before a vowel. E,g. This car is mine / ðɪs kɑːr ɪz mɑɪn/

Nasal (*adj.*): it refers to sounds produced while the soft palate is lowered to allow an audible escape of air through the nose. Both consonants and vowels may be articulated in this way.

Nucleus: The center of a syllable, usually just the vowel, such as Jane / dʒeɪn /.

Obstruent (*adj./n.*)**:** refers to sounds involving a constriction which impedes the flow of air through nose or mouth, as in plosives, fricatives and affricates.

Onset: A consonant that occurs before the vowel in a syllable, it is up to 3 consonants. E.g. Sick /sɪk/.

Palatal (*adj.*)**:** it refers to a sound made when the front of the tongue is in contact with or approaches the hard palate. Slavic languages usually illustrate a range of palatal sounds; in German, *ich* ('I') exemplifies a voiceless palatal [ç]; in English, palatal sounds are heard only in restricted contexts.

Palato-alveolar (*adj.*): it refers to a sound made by a double movement of the tongue towards the area between the alveolar ridge and hard palate: the blade of the tongue (or the tip and blade together) makes contact with the alveolar ridge, while the front of the tongue is raised in the direction of the hard palate. Examples in English are the *sh*- [ʃ] of *ship* /ʃɪp/ and the -*s*- [ʒ] of *treasure* / ˈtreʒə /.

Pharyngeal (*adj./n.*)**:** it refers to a sound made in the **pharynx**, the tubular cavity which constitutes the throat above the larynx. Pharyngeal consonants occur in Arabic, for example. They do not occur as speech sounds in English, but similar effects can be heard in stage whispers, as in *hey* /heɪ/.

Phoneme (*n.*)**:** The minimal unit in the sound system of a language, such as (/ɪ/, /e/, /p/, /t/)

Phonetics (*n.*)**:** The science which studies the characteristics of human sound making, especially those sounds used in speech, and provides methods for their description, classification and transcription.

Phonology (*n.*)**:** A branch of linguistics, which studies the sound systems of languages. Out of the very wide range of sounds the human vocal apparatus can produce, and which are studied by phonetics, only a relatively small number are used distinctively in any one language. The sounds are organized into a system of contrasts, which are analysed in terms of phonemes.

Pitch (*n.*)**:** The attribute of auditory sensation in terms, which a sound may be ordered on a scale from 'low' to 'high'.

Plosive (*adj./n.*)**:** it refers to a sound made when a complete closure in the vocal tract is suddenly released; the air pressure which had built up behind the closure rushes out with an explosive sound, hence the term. Examples in English are [p, b, t, d, k, g].

Pulmonic (*adj.*)**:** In phonetics, the usual term to describe activity associated with the lungs. The pulmonic airstream mechanism, for example, refers to the use of the lungs to initiate airflow for speech production.

Received Pronunciation (RP): The name given to the regionally neutral accent in British English, historically deriving from the prestige speech of the Court and the public schools. The term indicates that its prestige is the result of social factors, not linguistic ones. It is used by BBC journalists.

Rhotic (*adj.*)**:** A term used in English phonology referring to dialects or accents where /r/ is pronounced following a vowel, as in *car* /kɑː/ and *cart* /kɑːt/. Varieties which do not have this feature are **non-rhotic** (such as Received Pronunciation).

Rhythm (*n.*)**:** refers to the perceived regularity of prominent units in speech. These regularities (of **rhythmicality**) may be stated in terms of patterns of stressed *v.* unstressed syllables, syllable length (long *v.* short) or pitch (high *v.* low) –or some combination of these variables.

Schwa (shwa) /ʃwɑː/ (*n.*)**:** The usual name for the neutral vowel of the letter (a), heard in English at the beginning of such words as *ago* / əˈgəʊ /, or in the middle of *afterwards* / ˈɑːftəwədz/.

Segment (*n.*)**:** A term used in phonetics and linguistics primarily to refer to any discrete unit that can be identified, either physically or auditorily, in the stream of speech.

Stress (*n.*)**:** refers to the degree of force used in producing a syllable. The usual distinction is between **stressed** and **unstressed** syllables, the former being more prominent than the latter (and marked in transcription with a raised vertical line, [ˈ].

Suprasegmental (*adj./n.*)**:** refers to a vocal effect which extends over more than one sound segment in an utterance, such as a pitch, stress or juncture pattern. In its contrast with 'segmental', it is seen as one of two main classes into which phonological units can be divided.

Syllable (*n.*)**:** A unit of pronunciation typically larger than a single sound, and smaller than a word. A word may be pronounced 'syllable at a time', as in *ne-ver-the-less* /ˌne.və.ðəˈles/, and a good dictionary will indicate where these **syllabic divisions** occur in writing, thus providing information about how a word may be hyphenated.

Tone (*n.*)**:** refers to the distinctive pitch level of a syllable. In the study of intonation, a sequence of tones constitutes a contour or tone unit.

Trill (*n.*)**:** also known as a **trilled** consonant, or a roll, 'trill' refers to any sound made by the rapid tapping of one organ of articulation against another. (vocal-fold vibration is not included in such a definition.) Several accents of English use the trilled *r*, as in Welsh and Scots speakers.

Uvular (*adj.*)**:** it refers to a sound made by the back of the tongue against the **uvula**, the fleshy appendage which hangs at the back of the soft palate. The *r* of standard French is uvular, and this quality may be heard in some regional dialects of English.

Velar (*adj./n.*)**:** it refers to a sound made by the back of the tongue against the soft palate, or **velum.** Examples in English are [k] and [*g*], and the *-ng-* sound [ŋ] as in *sing*. Velar fricative sounds are found in German and Greek, for example, and are transcribed [x] for the voiceless and voiced types respectively.

Vocal folds Two muscular folds running from a single point inside the front of the thyroid cartilage (Adam's apple) backwards to the front ends of the arytenoid cartilages; also called **vocal cords**.

Weak form: One of two possible pronunciations for a word, in the context of connected speech, the other being strong. The weak form is that which is the result of a word being unstressed, as in the normal pronunciation of *of* /ɒv/ can be /əv/, and in most other grammatical words. Several words in English have more than one weak form, e.g. *and* [ænd] can be [ənd], [ən], [n], etc.

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For more information refer to:

1- English Pronunciation in Use:

Elementary Level, pp 68-74

Intermediate Level, pp 48-52

Advanced Level, pp 38-47

2- Watch this video on YouTube:

https://www.youtube.com/playlist?list =PLD6t6ckHsrubLp8Ia8duzu5fN4riM2-Bl

3- Facebook Group:

https://www.facebook.com/groups/217344448289216/files/

4. Watch this video on YouTube channel:

https://www.youtube.com/watch?v=Vm3T5rCp5E0&list= PLbEWGLATRxw_2hL5hY164nvHdTpwhEOXC