## I. 20 vowel sounds

| 12 <br> Monophthongs | 5 long vowels, |
| :---: | :---: |
|  | /a:/ father, calm, apart <br> /כ:/ or, daughter, more <br> /3: / earn, bird, occur <br> /u:/ ooze, shoe, suit <br> /i:/ eat, sleep |


| 7 | short vowels |
| :--- | :--- |
| /^/ | under, enough, butter |
| /i/ | silly, baby |
| /e/ | edge, lead (=bly), said |
| /b/ | odd, want, cough |
| /æ/ | apple, man |
| /U/ | put, full |
| /ə/ | above, support, |



Fig 1 : Pure RP vowels
Fig 2 : RP diphthongs


## II. <br> 24 Consonants sounds

Consonants are defined phonetically as sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or restricted with an audible friction.

Table 1: RP consonant phonemes


| Pronunciation of regular plurals, genitiveand 3rd person singular «ऽ»: | Pronunciation of regular verbs in past ed»: |
| :---: | :---: |
| - $\quad / \mathrm{s} /$ after voiceless sounds (consonants): <br> Eg cats, tips, kicks, faults. <br> - $\quad / \mathbf{z} /$ after all voiced sounds vowels): <br> Eg pens, cars, songs, vows. <br> - $/ \mathrm{Iz} / \mathrm{after}$ sibilants: /s, $\mathrm{z}, \mathrm{S}, \mathrm{t} \mathrm{S}, 3, \mathrm{~d} 3 /:$ searches | - /t/ after voiceless sounds (conso nants) <br> - /d/ after voiced sounds (some co nsonants and all vowels) <br> - $\quad / \mathbf{I d} /$ after $/ d /$ and $/ t /$ |

Task 1: Transcribe the following words

| Kicked | $\ldots . .$. , passed | .,., skipped | finished | $\ldots . .$. , banned | ., |
| :---: | :---: | :---: | :---: | :---: | :---: |
| followed | $\ldots$, stayed | .., skied | , amended | .., sorted |  |
| wanted | ., moved | , laughed | ., agreed | , showered |  |
| wired | .., numbered | ., smoothed | $\ldots .$. , robes | $\ldots .$. , ropes |  |
| doors | ., wells | , homes | .., troughs | .., myths |  |
| lambs | , youths | roses............. bu | s ............., hour | ..........., batches | .-. |

Task 2: Write the spellings for the following transcribed words:

| /ðæt/ | , /hav'evə/ | , /ə'n^ðə/ | /, 'difikelt/ | ,/wz:ld/ | ,/ðеә/ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| /'0^rə/ | ,/witS/ | ,/'eəriə/ | ,/ko:s/ | ,/'^ndə/ | ,/ ©od/ |
| /'nevə/ | ,/bi'twi:n/ | ,/'s^m ${ }_{\text {¢ }}^{\text {ın/ }}$ | ,/point/ | , /hıə/ | ,/la:d3/ |

## Task 3: Find the mistakes:



Task 4: Transcribe the following words phonemically

| /Allow/ | /; Follow / | /, Book / | /, Why / | /; Sorrow / | /; |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Pool / | /, Hurry / | /; Sorry / | /; Now / | /; Orange / | /; |
| here / | /; Dear / | /; Their / | 1, Here / | /; Junior / | /; |
| Dare / | /; Liar / | /; Buyer / | /; Layer / | /; Employer / | /; |
| More / | /; Isle / | /; Bathe / | /, Fur / | /; Mayor / | /; |
| Boy / | /; Cheers / | /, Soap / | /; What / | /, Good / | 1. |

Task 5: Transcribe the following words phonemically (pay attention to finals):

| Spying / | I; Chewing / | I, Cried / | I; Fetched / | I, Lies / | I |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Crossed / | /; Needed / | I; Blessings / | I; Kings / | I; Bills/ | I. |

## III. Detailed study of consonants: allophone

Itis the smallest sound that can make a difference in meaning. There are 44 phonemes in stand ard British English (RP). Some of them may be realized differently or have a variety of allophones.
a. What is aspiration?

Definition of aspiration: it is when the production of $/ \mathrm{p} /, \mathrm{tt} / / \mathrm{k} /$ is followed by an audible plosion (burst of noise) in the post release phase, producing a sound like h represented as [ ${ }^{\mathrm{h}}$ ].

1. Plosives: the Voiceless Fortis Plosives / $\mathrm{p}, \mathrm{t}$, $\mathrm{k} /$ are aspirated $\left[\mathrm{p}^{\mathrm{h}}, \mathrm{t}^{\mathrm{h}}, \mathrm{k}^{\mathrm{h}}\right.$ ] when ini tial in a stressed syllable. However, they are unaspirated in final position or when prec eded by $/ \mathrm{s} /$.
2. Lateral: the English alveolar lateral phoneme /// has three main allophones:
> Clear [ 1 ] with a relatively front resonance before vowels and /j/ or when it is intervocalic and as a syllabic sound followed by a consonant lead [li:d] follow ['fbləu] lose [lu:z] sailor ['seIlə] believe [bI'li:v]
$>$ Dark [ $\mathbf{l}$ ] is articulated with a relatively back vowel resonance, final after a vowel ${ }_{(1)}$, before a consonant preceded by a $\operatorname{vowel}_{(2)}$ and as a syllabic sound followed by a consonant
> Voiceless $[\mathbf{l}]$ becomes voiceless when it is preceded by accented $/ \mathbf{p}, \mathbf{k} /$ class [kloa:s] clap [klop] clean [kli: n] place [plo is] pleasure ['pleze] please [pli:z]

Task 6: Transcribe the following words phonetically

1. Feel $\qquad$ canal $\qquad$ pearl $\qquad$ call $\qquad$ well $\qquad$ all
2. Help salt cold ........... milk $\qquad$ film $\qquad$ elbow $\qquad$
3. Apple $\qquad$ middle $\qquad$ eagle $\qquad$ table $\qquad$ trouble $\qquad$ able $\qquad$
4. Trial $\qquad$ plead $\qquad$ clever $\qquad$ student $\qquad$ clown $\qquad$ plague $\qquad$

## References for further reading

Roach, P. (2009). English phonetics and phonology. 4th ed. Cambridge:Cambridge University Press.

Hancock, M. (2003). English pronunciation in use intermediate. Cambridge:Cambridge University Press.

