



Mohammed Kheider University  
Faculty of Literature and Languages  
Department of Foreign Languages  
*First Year LMD Syllabus for the Course of Phonetics*



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## Lecture 4: Detailed Study of English Consonants

### Introduction

In this lesson, we will introduce the properties of English consonants and their force, place, and manner of articulation.

### 1. Consonants /'kɒnsənənts/

**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, partially, or restricted with an audible friction**.

There are 24 consonantal phonemes classified in the table below into two general categories:

**A.** Those articulations in which there is a total closure or a stricture causing friction. In this class, there is a distinctive opposition between fortis and lenis.

**B.** Those articulations in which there is a partial closure or an oral or nasal escape of air. Such articulations, typically voiced and frequently frictionless may share many phonetic characteristics with vowels (Gimson, p.149).

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

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

### 2. Properties of English Consonants

A consonant is described in terms of **manner and place of articulation** and **voicing**.

#### 2.1 Manner of Articulation

**Plosive:** formed by a blockage of the vocal tract, followed by an explosive release of air. As follows:

- 1- The CLOSING stage: the articulators move together to form the obstruction of the air breathed in.
- 2- The COMPRESSION stage: during which the lung compresses the air in the vocal tract.
- 3- The RELEASE stage: the organs forming the obstruction set apart rapidly, allowing the air to escape abruptly.

There are six *stops or plosive* consonants in English, as follows: / p, t, k, b, d, g /.

**Fricative:** formed by slight contact between articulators, allowing turbulent airflow. There are **nine** fricative consonants in English. i.e.: /f, v, θ, ð, s, z, ʃ, ʒ, h/.

**Affricate:** formed by a blockage of the vocal tract like plosives and, followed by a gradual release of turbulent air, like a fricative. For instance: /tʃ, dʒ/.

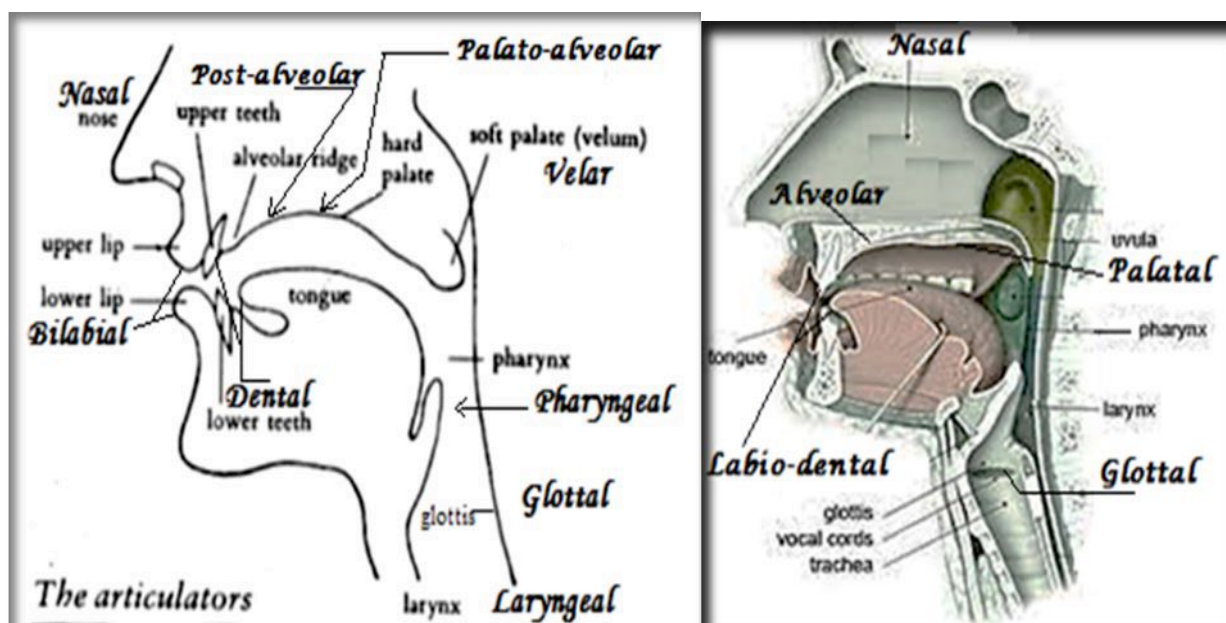
**Nasal:** formed by the lowering of the velum, allowing air to flow through the nasal cavity. i.e.: /m, n/.

**Lateral (approximant):** formed by an obstruction of the passage of the airflow in the centre of tongue meanwhile the air flows through both sides of the tongue where obstruction occurs. E.g.: /l/.

**Approximant:** formed by the constriction of the vocal tract, but with no blockage of the air. /w, r, j/.

## 2.2 Place of Articulation

The following figures represent the major **Places of Articulation for English Consonants**:



The term place of articulation classifies speech sounds in terms of where in the vocal tract the shape is altered. Hereafter, the main places of articulation of English consonants are shown as:

**Bilabial:** bilabial sounds are those sounds made by the articulation of the lips against each other. i.e.: /b, p, m, w/.

**Labio-dental:** labiodental sounds are made by moving the upper teeth towards the lower lip. i.e.: /f, v/.

**Dental:** interdental sounds are made by moving the tip of the tongue between the teeth. i.e.: /θ, ð/.

**Alveolar:** alveolar sounds are made by moving the tip of the tongue towards the alveolar ridge. /t, d, s, z, n, l/.

**Palato-alveolar:** sounds are made by pressing the front of the tongue towards the area between the alveolar ridge and the hard palate. Examples of such sounds in English are the following: /ʃ, ʒ, tʃ, dʒ/.

**Post-alveolar:** is a place of articulation produced with significant raising of the front of the tongue toward the back of the alveolar ridge in a retroflex manner. For example: /ɹ/.

**Palatal:** palatal sounds are made by pressing the body of the tongue towards the hard palate. i.e.: /j/.

**Velar:** velar sounds are made by pressing the body of the tongue towards the velum. i.e.: /k, g, ŋ/.

**Glottal:** glottal sounds are made at the glottis by narrowing in the vocal tract. i.e.: /h/.

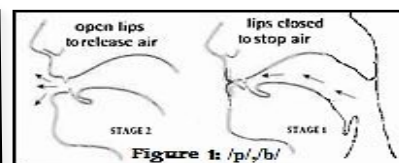
## 2.3. Force of Articulation/ Voicing

With regard to the *force of articulation*, we use the following terms: **fortis** (strong) and **lenis** (weak). In phonetic terms, *fortis* means an unvoiced sound but it requires more force to be articulated. However, the *lenis sounds* are voiced sounds but articulated with less force. For example: fortis /p/, lenis /b/.

## 3. Description of the Articulation of English Consonants

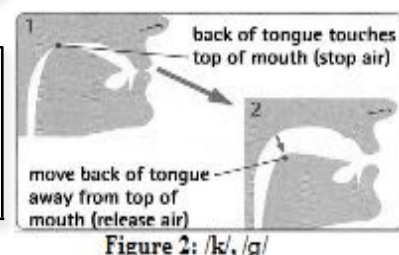
### 3.1. Identification of the consonants /p/, /b/

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*/baɪ/.



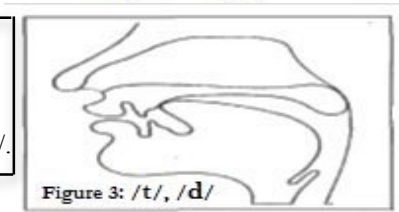
### 3.2. Identification of the consonants /k/, /g/

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/.



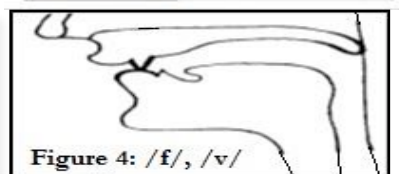
### 3.3. Identification of the consonants /t/, /d/

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*/du:/.



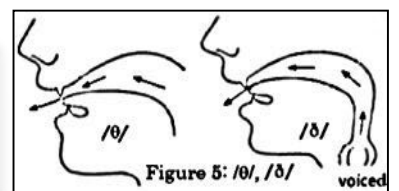
### 3.4. Identification of the consonants /f/, /v/

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/.



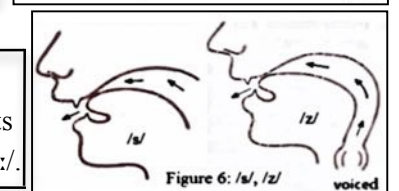
### 3.5. Identification of the consonants /θ/, /ð/

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/.



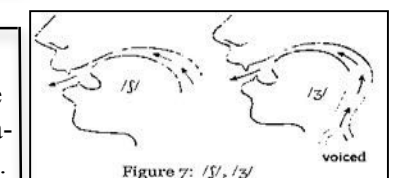
### 3.6. Identification of the consonants /s/, /z/

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:/.



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

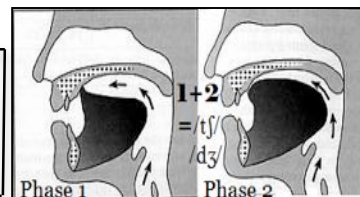
Fricative consonants are formed by a narrowing of the air passage then the air escapes making a kind of hissing sound with an audible friction. The blade of the tongue contacts the palato-aveolar slightly. The soft palate is raised. /ʃ/ is unvoiced & fortis. /ʒ/ is voiced & lenis. *Shake*/ʃeɪk/, *beige*/beɪʒ/.





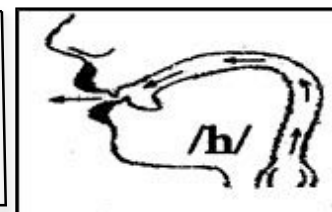
### 3.8. Identification of the consonants /tʃ/, /dʒ/

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/.



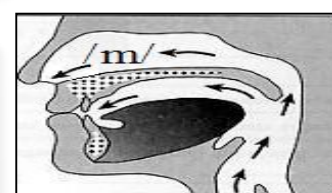
### 3.9. Identification of the consonant /h/

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 a voiceless when produced alone, but voiced when followed by a vowel. Example words: *Heat* /hi:t/, *who* /hu:/, *perhaps* /pə'hæps/, *adhere* /əd'hɪə/.



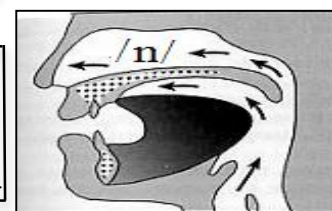
### 3.10. Identification of the consonant /m/

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/.



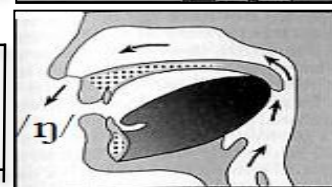
### 3.11. Identification of the consonant /n/

In the nasal sound /n/ the velum is lowered so that the air can escape through the nasal cavity. /n/ is articulated with tongue tip with alveolar ridge then air is released via nasal cavity. /n/ is voiced. *Nile* /naɪl/, *snow* /snoʊ/, *fallen* /'fɔ:lən/.



### 3.12. Identification of the consonant /ŋ/

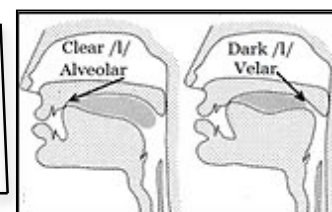
This voiced nasal sound is made with the back of the tongue against the velum. e.g.: *Ring* /rɪŋ/, *link* /lɪŋk/, *singer* /'sɪŋə/, *hanger* /'hæŋə/, *hunger* /'hʌŋɡə/.



### 3.13. Identification of the consonant /l/

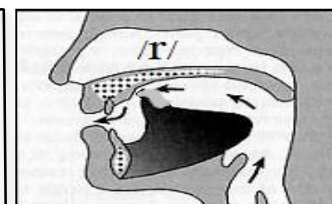
This voiced alveolar lateral consonant is articulated with tongue centre and the alveolar ridge in which the air flows around both sides of the tongue.

There are **clear** /l/ as in *let* /let/ and **dark** /l/ as in *milk* [mɪlk], *little* ['lɪtəl].



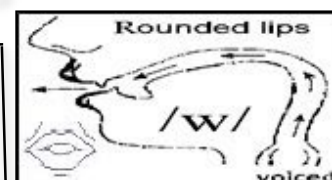
### 3.14. Identification of the consonant /r/

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/, *firm* /fɜ:m/, *writer* /'raɪtə/.



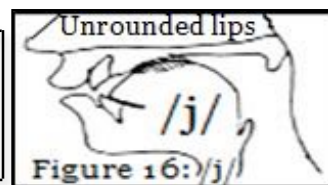
### 3.15. Identification of the consonant /w/

This glide or semivowel is made like front close vowel /u:/ 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* /rɪ'kwaɪə/.



### 3.16. Identification of the consonant /j/

This glide or semivowel is made like front close vowel /i:/ 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* /tju:b/, *new* /nju:/.



## 4. Time for practice

**Task 1: Mention the consonant sounds described and their Voicing, Place, Manner of Articulation (VPM):**

- a-** The vocal cords vibrate. The soft palate is raised. A narrowing is formed between the tip and the blade of the tongue with alveolar ridge. A friction occurs. ....
- b-** The vocal cords do not vibrate. The soft palate is raised. A complete closure is made between the blade of the tongue and the alveolar ridge. The front of tongue is raised towards the hard palate. The closure is released slowly with a friction heard. ....
- c-** The vocal cords vibrate. The soft palate is lowered. A complete closure is made by the lips. The closure is released abruptly. ....

**Task 2: Transcribe the words then write out the common sound in the words:**

- 1-** Chest, cheap, chain, attach, fetch, wretch, question, suggestion, century, nature .....
- 2-** Job, juice, eject, major, magic, pigeon, fragile, adjacent, exaggerate, judge .....
- 3-** Thy, thou, though, clothes, leather, feather, worthy, breathe, smooth .....

**Task 3: Find two minimal pairs for each consonant sound of the following:**

/p/	/b/	/s/	/z/	/n/	/ŋ/	/k/	/g/
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....

**Task 4: Find the spelling form of the following:**

- 1- Quick /kwɪk/      9- .....
- 2- .....      10- .....
- 3- .....      11- .....
- 4- .....      12- .....
- 5- .....      13- .....
- 6- .....      14- .....
- 7- .....      15- .....
- 8- .....      16- .....

tʃ	eə	ɪ	ŋ	g	l	ɪ	ʃ
m	k	w	e	s	tʃ	ə	n
ɪ	k	n	j	u:	z	b	s
k	w	k	əʊ	s	f	r	ɪ
s	ɪ	w	ʃ	k	j	i:	k
t	k	aɪ	ə	u:	u:	ð	s
e	dʒ	t	n	l	tʃ	z	θ
dʒ	u:	s	ʃ	u:	ə	ð	əʊ

## DETAILED STUDY OF ENGLISH CONSONANTS:

### *What is phoneme?*

**A phoneme** is the smallest sound that can make a difference in meaning. In phonetics terms, it is any of the perceptually distinct units of sound in a specified language that distinguish one word from another. For example, the word **car** changes to **far** if you change the phoneme /k/ to /f/. There are 44 phonemes in standard British English (RP). Some of them may be realized differently or have a variety of allophones. Therefore, the **phoneme** is “*the smallest distinct sound unit in a given language*”.

### *What is allophone?*

**An allophone** is any of the various phonetic realizations of a phoneme, which do not contribute to distinctions of meaning. For example, /p/ in **pin** /pɪn/ is aspirated [p<sup>h</sup>ɪn] and /p/ in **spin** /spɪn/ is unaspirated [spɪn]. The first one [p<sup>h</sup>] is an allophone of the phoneme /p/.

### Phonemic Transcription

Phonemic is a transcription showing the pronunciation of words using a simple set of symbols representing phonemes. It is a transcription usually found in the dictionary which is used between slashes. E.g.: **proposal** /prə'pəʊzəl/, **standard** /'stændəd/, **learn** /lɜ:n/

### Phonetic Transcription

Phonetic transcription is a transcription with more details about the pronunciation of words, used between two square brackets. In this kind of transcription allophones are represented. For example, in [prə'p<sup>h</sup>əʊzəl] the allophone [p<sup>h</sup>] is **aspirated** and [ɫ] is **dark & syllabic**.

### *What is aspiration?*

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

### Examples of allophones:

**1. Plosives: the Voiceless Fortis Plosives** /p, t, k/ are **aspirated** [p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>] when **initial** in a **stressed syllable**. However, they are **unaspirated** in **final position** or when preceded by /s/.

**E.g.:** party ['p<sup>h</sup>ɑ:ti]      table ['t<sup>h</sup>eɪbəl]      concert (n) ['k<sup>h</sup>ɒnsət]      appear [ə'p<sup>h</sup>ɪə]  
partake .....      stable .....      treat .....      car .....

**Exercise** Transcribe the following sentences phonetically (narrow transcription)

- 1- There is no alternative to the government proposal
- 2- I want her to park that car over there

**2. Lateral:** the English alveolar lateral phoneme /l/ has three main allophones:

**a. Clear [ l ]** with a relatively front resonance before **vowels** and /j/ or when it is intervocalic

**E.g.:** lead [li:d] follow ['fɒləʊ] lose [lu:z] sailor ['seɪlə] believe [br'i:lv]

**b. Dark [ ɫ ]** is articulated with a relatively back vowel resonance, final after a vowel<sup>(1)</sup>, before a consonant preceded by a vowel<sup>(2)</sup> and as a syllabic sound followed by a consonant<sup>(3)</sup>.

1. Feel ..... canal ..... pearl ..... call ..... well ..... all .....

2. Help ..... salt ..... cold ..... milk ..... film ..... elbow .....

3. Apple ..... middle ..... eagle ..... table ..... trouble ..... able .....

**c. Voiceless [ l̥ ]** the voiced phoneme /l/ becomes voiceless when it is preceded by accented /p, k/

**E.g.:** class [kɫɑ:s] clap [kɫæp] clean [kɫi:n] place [pɫeɪs] pleasure ['pɫeʒə] please [pli:z]

### Exercise for practice:

**Exercise** : Transcribe phonetically and phonemically the following words

Words	Phonemic transcription	Phonetic transcription	Words	Phonemic transcription	Phonetic transcription
Pile	.....	.....	Knight	.....	.....
Pearl	.....	.....	Knee	.....	.....
Penalty	.....	.....	Kingdom	.....	.....
Pursue	.....	.....	Knowledge	.....	.....
Prepare	.....	.....	Question	.....	.....
Purchase	.....	.....	Queen	.....	.....
Pure	.....	.....	Scape	.....	.....
Council	.....	.....	Tension	.....	.....
Kangaroo	.....	.....	Towards	.....	.....
Kitten	.....	.....	Tyranny	.....	.....
Kettle	.....	.....	Today	.....	.....
Keen	.....	.....	Tertiary	.....	.....

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**Exercise 1:** Transcribe the following words phonetically (narrow transcription)

1. Difficult , Also , Although , Paper , Pause , Pipe

2. Tie , Tough , Potato , Target , Couple , Cattles

**Exercise 2:** Convert the following transcribed passage into English spelling (Adapted from *English Phonetic Transcription Course*)

[aɪ'hævənt got ə kɑ:r ət ðə'məʊmənt | maɪ kɑ: wəz'stəʊləŋ lɑ:st'fraɪdeɪ | aɪ left  
ɪt ət ðə'steɪʃən ɔ:l deɪ | ənd wen aɪ got bæŋk ɪn ði:'vɪnɪŋ | ɪt həd'væniʃt | aɪ hæʊp  
ði'ɪnʃɔ:rəns'kʌmpəni wɪl send mi ə tʃek su:n | səʊ ðæt aɪ kən geʊ ənd baɪ ən'ləðə  
wʌn | ɪn ðə 'fju:tʃə aɪ wɪl p'ɑ:k ɪt ɜ:lɪ ɒn t'əʊm | weɪl aɪl nɒt rɪ'pɪ:t ðæt fɔ:l ə'gen ]

**Exercise 3:** Transcribe the following sentences phonetically (narrow transcription)

1- There is no alternative to the government proposal

2- We ought to make a collection to cover the expenses

3- Finally, they arrived at a harbor at the edge of the mountains

4- I want her to park that car over there

### **PHONETIC FACTS:**

- There is a burst or puff of air after the /p/ in *pill*, *till*, and *kill* called aspiration, which is absent in *spill*, *still*, and *skill* that means they became unaspirated when preceded by the phoneme /s/.
- In English, the /t/ sound in the words “tip,” and “little” “hit,” are allophones; phonemically they are considered to be the same sound although they are different phonetically in terms of aspiration, but the same in voicing, and point of articulation or manner of articulation; as follows respectively : [tʰɪp], [lɪtʰ], [hɪt].
- Although aspirated plosives and unaspirated ones are physically different; however, we consider the aspiration feature does not affect the meaning of the utterance.

**LECTURE 3:**

**SYLLABLE STRUCTURE AND CONSONANT CLUSTER**

**I-Basic syllable structure**

The syllable is a unit containing one and only one vowel either alone as in /aɪ/ or surrounded by consonants in certain arrangements such as *tick* /tɪk/.

Further examples: *Ann* /æn/ , *sit* /sɪt/, *split* /splɪt/, *sixth* /sɪksθ/ *twelfths* /twelfθs/, *say* /seɪ/, *spy* /spaɪ/, *spray* /spreɪ/, *get* /get/, *text* /tekst/, *texts* /teksts/, *glimpsed* /glɪmpst/, *kicked* /kɪkt/.

**1.1. Counting Syllables:** To find the number of syllables in a word, follow the next steps:

1. Count the vowels in the word.
2. Subtract any silent vowels, (like the silent *e* at the end of the word) such as: *rate* /reɪt/.
3. Diphthongs count as one vowel sound like: *Time* /taɪm/ , *don't* /dəʊnt/, *toy* /tɔɪ/.
4. The number of vowel sounds must be the same as the number of syllables, such as:  
*receive* /rɪ'si:v/, *perhaps* /pə'hæps/, *intend* /ɪn'tend/, *record* (v) /rɪ'kɔ:d/, *many* /'meni/
5. When there is a word that has an "-le" in final position, we divide before the consonant before the "-le". For example: *a/ble*, *hum/ble*, *dou/ble*, *ca/ble*, *no/ble* and *"whi/stle"*.

The English words can be in one syllable or divided into syllables. Here are the examples:

- 1- **One syllable:** A, an, the, cold, quite, trade, hide, start, clean, green, chair, sign, low.
- 2- **Two syllables:** Qui/et, party, today, partner, demand, doctor, Friday, over, chicken.
- 3- **Three syllables:** Fan/tas/tic, expensive, wonderful, temptation, technical.
- 4- **Four syllables:** Understanding, American, psychology, conversation.
- 5- **Five syllables:** Misunderstanding, uncontrollable, conversational.

**1.2-Syllabic consonants:**

In unstressed syllables where usually the realization of the underlying sequence of schwa plus consonant can be represented in one consonant called “syllabic consonant”; those consonants are (/l/, /m/ , and /n/ , /r/ ) which can serve as the separate syllable instead of a vowel plus consonant. It's indicated by means of a small vertical diacritic (◌̩) as in ( /l̩/ , /n̩/ and /r̩/ and /m̩/ ). For example: *Table* ['teɪb̩], *Turtle* /tɜ:t̩l̩/, *Cotton* /'kɒt̩n̩/ , *sudden* /'sʌd̩n̩/, *rhythm* /'rɪð̩m̩/, *bottom* /'bɒt̩m̩/ , *reference* /'refr̩əns/, *difference* /dɪf̩ərəns/, *separate* /sə'peɪt̩/ .

Syllabic /n̩/ is the most common syllabic consonants which is found after alveolar plosives and fricatives; in the case of /t,d/ sounds followed by /n/. Such as: *Eaten* /'i:t̩n̩/, *seven* /'sev̩n̩/.

heaven /'hevən/, heathen /'hi:ðən/; relation /rɪ'leɪʃən/, lessen /'lesən/, risen /'rɪzn/, frozen /frəʊzn/

The lateral /l/ consonant is mostly syllabic at the end of the word, if it fell immediately after plosives and fricatives –such as: couple ['kʌpəl], little ['lɪtl], tackle ['tækəl], paddle ['pædəl], awful ['ɔ:fəl], whistle ['wɪʃəl], muscle ['mʌʃəl], drizzle ['drɪzl]. Also after nasal consonants such as: channel ['tʃænəl], trouble ['trʌbəl], struggle ['strʌgl].

## II- CONSONANT CLUSTER

### 2.1. Structural properties of the syllable:

If we have a look at the structural properties of the syllables, we can observe that each syllable consists of a **nucleus** (central peak of sonority), usually a vowel, and the consonants that cluster before and after the nucleus which are called the **onset** and the **coda** respectively.

<i>The syllable parts</i>	<i>Description</i>	<i>Optionality</i>
– <b>Onset</b>	Initial segment of a syllable	Optional
– <b>Nucleus</b>	Central segment of a syllable (core)	Obligatory
– <b>Coda</b>	Closing segment of a syllable	Optional

- The preceding consonants or consonant cluster before the nucleus, are called the “**onset**”.
- The consonants or consonant cluster which are following the nucleus, are called the “**coda**”.
- English syllable requires a “**nucleus**” which is a vowel in most cases, although the syllabic consonants /r/, /l/, /m/, /n/ can be also the nucleus of a syllable.

**Zero onset:** if the syllable does not contain any consonant before the vowel. E.g.: *Ill, On, Ask*

**Zero coda:** when the syllable has no consonant after the vowel. E.g.: *May, Fee, Strew, Troy*

### 2.2. Consonant Cluster :

**Definition:** a consonant cluster is a group, combination or sequence of consonants that appear together in a syllable without a vowel between them.

#### **Initial Cluster:**

1. **s (pre-initial) + /p, t, k, f, m, n, l, r, w, j/ (initial) = C<sub>1</sub> + C<sub>2</sub> + V + CCCC**

E.g: Spy, stay, skill, sphinx /sfɪŋks/, sphere, smile, swear, slay, Sri Lanka; Sue; Suit /sju:t/.

If an onset cluster has three consonants, then it should always begin with / s / as pre-initial.

2. **s+/p,t,k,f,m,n,l,r,w,j/ + /l, r, w, j/ = pre-initial + initial + post-initial or (C<sub>1</sub> + C<sub>2</sub> + C<sub>3</sub> + V)**

E.g : Splendid ; sphere /sfrɛ/; street; square ; squad ; steward ; spread ; skew.

#### **Final Cluster:**

There are two kinds of final consonants cluster: Pre-final + final + post-final **1** + Post-final **2**.

**Pre-finals** /m, n, ŋ, p, b, k, g, f, v, d, s, z, θ, ð, l, ʒ, tʃ, dʒ/. E.g.: dream, green, king, map, tube, duck, fog, laugh, save, dead, doze, mouth, with, pleasure /pleʒ.ə/, bell, fetch, page.

**Final** may be / s, z, t, d, θ /. E.g.: pets /pets/, beds /bedz/, missed /mɪst/, health /helθ/.

**Post-final<sub>1</sub>** may be

**Post-final<sub>2</sub>** is always /s/ or /t/. E.g.: Texts /teksts/, Glimpsed /glɪmpst/.

LECTURE 4 :

**STRESS PATTERNS: WORD-STRESS**

**1-The nature of stress :**

In English, when a word has more than one syllable, one of the syllables will be produced with more force, energy, and prominence than the rest, this emphasis is called stress.

We mark a stressed syllable in transcription by placing a small vertical line ( ' ) high up before the syllable, and the stress may fall on the first, second, third or fourth syllable.

**1.1.Factors of stress placement:**

- 1. Loudness:** Stressed syllables seem to be louder to the listener's ear than unstressed ones.
- 2. Duration or Syllable length:** Stressed syllables are longer than unstressed ones and take more time to pronounce than the vowel of the unstressed syllables, which is reduced in length.
- 3. Vowel quality:** the stressed syllable mostly have strong vowels /e, æ, ɒ, ɑː, iː, ɔː, ɜː, əʊ, aɪ, aʊ.../ , whereas the weak vowels /ə, ɪ, ʊ/ are frequently unstressed in polysyllable words.
- 4. Pitch of the voice:** it is the most efficient factor for recognizing the prominence of stressed syllable, in which the stressed syllable is pronounced with a higher pitch than unstressed ones.

One word cannot have two stresses. If you hear two stresses, you hear two words. It is true that there can be a "secondary" stress in some words. But it is much smaller than the primary (main) stress, and it is only used in long words containing more than two syllables.

- Stress in the monosyllable words (it is not marked in dictionary) E.g: Far /fɑː/, Post /pəʊst/
- Stress in polysyllabic words is marked with ( ' ). E.g: Correct /kə'rekt/, dictionary /'dɪkʃənəri/

**2-Levels of stress:**

1<sup>st</sup> Level: 'the primary stress' or (the accent) is strongest type of stress in prominence, that is, (longer, louder, and higher in pitch). E.g: fashion /'fæʃn/, event /ɪ'vent /, language /'læŋɡwɪdʒ/

2<sup>nd</sup> Level: 'Secondary stress' is weaker than the primary stress in prominence (without pitch).

**E.g :** Examination /ɪɡ,zæmɪ'neɪʃn / ; Photographic /,fəʊtə'græfɪk / ; Rewrite /,ri:'raɪt /.

3<sup>rd</sup> Level : 'Unstressed' or Zero stress which is the absence of stress. It can be found in the weak syllables /ə,ɪ,ʊ/ and syllabic consonants. E.g: Money / ' /, Design / ' /, Enter / ' /

The choice of stress placement in the two-syllable words is either the *first* syllable or the *second* will be stressed according to the rules of stress placement on each one of them.

**2.1.Stress on first syllable:** Mostly in **two-syllable nouns & adjectives** the stress falls on the first syllable. E.g: PRESent, EXport, CHIna, TAbLe, CAmera, SLENDER, CLEVer, HAPpy.

But there are some exception such as: HeaTHROW /,hi:θ'rəʊ/.

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**2.2.Stress on last syllable:** Most of **two-syllable verbs** receive the stress on the second syllable; To preSENT, exPORT, deCIDE, beGIN, conCERT, conVERT, deSERT, reCORD.

**2.2.1»- Verbs :** We look first at **verbs** , the basic rule is that the second syllable receives stress if this *second* syllable of the verb contains a long vowel, diphthong, or if it ends with more the one consonant – that is, consonant cluster.

**E.g :** Apply / ə'plai / ; Attract / ə'trækt/ ; Arrive / ə'raɪv/ ; Perfect / pə'fekt/ ; Begin / bɪ'ɡɪn/.

If the second syllable contains a short vowel and one final consonant or no one, the first syllable is stressed. E.g: Enter /'entə/ ; Open /'əʊpən/ ; Equal /'i:kwəl/ ; Envy /'envi/.

**N.B:** A final syllable is unstressed if it contains /əʊ/ (e.g: Follow /'fɒləʊ/, swallow /'swɒləʊ/)

**2.2.2»- Adjectives :** Two-syllable simple adjectives are stressed on the first syllable. But sometimes is stressed on the second syllable if the second syllable contains a short vowel and one final consonant or no one. E.g: Lovely /'lʌvli/; Even /'i:vən /; Hollow /'hɒləʊ/; Divine /dr'vaɪn/; Direct / dr'rekt/; Alive /ə'laɪv/, Exact /ɪg'zækt/, Concise /kən'saɪs/, Precise /prə'saɪs/.

As with most of stress rules, there are some exceptions. For example: Honest /'ɒnɪst/; Perfect /'pɜ:fɪkt/ or /'pɜ:fekt/, both ends with two consonants but are stressed on the first syllable.

\*Other two-syllable words such as **adverbs** and **prepositions** seem to behave like the nouns and adjectives in most of the time.

E.g: Almost /'ɔ:lməʊst/; Obvious /'ɒbvɪəs/; Below /br'ləʊ/; Alright /ɔ:l'raɪt/; Inside /ɪn'saɪd/.

**2.2.3»- Nouns :** Nouns require different rules: if the second syllable contains a short vowel, the stress will usually fall on the first syllable ; Otherwise, it will be on the second.

E.g : Money /'mʌni/ ; Product /'prɒdʌkt/ ; Jacket /'dʒækt/; Balloon /bə'lu:n/ ; Design /dɪ'zaɪn/ .

**N.B:** The syllable which contains the schwa /ə/ is never stressed.

Two-syllable words with /ə/ in the 1<sup>st</sup> syllable therefore the stress on the 2<sup>nd</sup> syllable:

E.g : Ahead / ə'hed/ , Again / ə'gen/ , Oppose / ə'pəʊz/ , Suggest /sə'dʒest/ ; Forget /fə'get/ , Forsake / fə'seɪk/ ; Percent/ pə'sent/ , Perceive/ pə'si:v/ ; Survive/ sə'vaɪv/ , Surprise/ sə'praɪz/

Two-syllable words with a schwa /ə/ in the 2<sup>nd</sup> syllable then the stress on the 1<sup>st</sup> syllable

E.g : Ballad /'bæləd/ , Alan /'ælən/ ; Purpose / 'pɜ:pəs / ; Open /'əʊpən/ ; Circus /'sɜ:kəs/ ; Autumn / 'ɔ:təm/ ; Standard /'stændəd/ ; Major /'meɪdʒə/ ; Eastern /'i:stən/ ; Creature /'kri:tʃə/



Follow-up of Lecture**Word-class pairs:**

There are many pairs of two-syllable words with identical spelling which differ from each other in stress placement, apparently according to word class (noun, verb or adjective). The stress will be placed on the second syllable of the verb but on the first syllable for the noun or adjective.

<i><b>Word</b></i>	<i><b>Verb</b></i>	<i><b>Noun/Adjective</b></i>
Absent	(v) / æb'sent /	(adj) /'æbsnt/
Abstract	(v) /æb'strækt/	(n) /'æbstrækt/
Addict	(v) /ə'dɪkt/	(n) /'ædɪkt/
Affix	(v) /ə'fɪks/ , /'æfɪks/	(n) /'æfɪks/
Annex	(v) /ə'neks/ , /æn'eks/	(n) /'æneks/
August	(adj) /ɔ:'gʌst/	(n) /'ɔ:gəst /
Collect	(v) /kə'lekt/	(n) /'kɒlekt/ , /'kɒlɪkt/
Combine	(v) /kəm'baɪn/	(n) /'kɒmbaɪn/
Commune	(v) /kə'mju:n/	(n) /'kɒmjʊ:n/
Compound	(v) /kəm'paʊnd/	(n, adj) /'kɒmpaʊnd /
Compact	(v) /kəm'pækt/	(n) /'kɒmpækt/
Compress	(v) /kəm'pres/	(n) /'kɒmpres/
Conduct	(v) /kən'dʌkt/	(n) /'kɒndʌkt/
Concert	(v) /kən'sɜ:t/	(n) /'kɒnsət/
Confine	(v) /kən'faɪn/	(n) /'kɒnfam/
Conflict	(v) /kən'flɪkt/	(n) /'kɒnflɪkt/
Console	(v) /kən'səʊl/	(n) /'kɒnsəʊl/
Consist	(v) /kən'sɪst/	(n) /'kɒnsɪst/
Contrast	(v) /kən'træst/	(n) /'kɒntræst/
Content	(v,adj) /kən'tent/	(n) /'kɒntent/
Consort	(v) /kən'sɔ:t/	(n) /'kɒnsɔ:t/
Contest	(v) / kən'test/	(n) /'kɒntest/
Contract	(v) /kən'trækt/	(n) /'kɒntrækt/
Contrast	(v) /kən'tra:st/	(n) /'kɒntra:st/
Convert	(v) /kən'vɜ:t/	(n) /'kɒnvɜ:t/
Converse	(v) /kən'vɜ:s/	(n) /'kɒnvɜ:s/
Convict	(v) /kən'vɪkt/	(n) /'kɒnvɪkt/
Defect	(v) /dɪ'fekt/ , /də'fekt/	(n) /'di:fekt/ , /dɪ'fekt/, /də'-/
Discharge	(v) /dɪs'tʃɑ:dʒ/	(n) /'dɪstʃɑ:dʒ/
Discard	(v) /dɪ'skɑ:d/	(n) /'dɪskɑ:d/
Discount	(v) /dɪ'skaʊnt/	(n) /'dɪskaʊnt/
Discourse	(v) /dɪ'skɔ:s/	(n) /'dɪskɔ:s/
Desert	(v) /dɪ'zɜ:t/ , /də'zɜ:t/	(n, adj) /'dezət/
Detail	(v) /'di:teɪl/ , /dɪ'- , də'teɪl/	(n) /'di:teɪl/
Digest	(v) /daɪ- ,dɪ- ,də'dʒest/	(n) /'daɪdʒest/

Escort	(v) /ɪ'skɔ:t/	(n) /'eskɔ:t/
Export	(v) /ɪk'spɔ:t/	(n) /'ekspɔ:t/
Exploit	(v) /ɪk'splɔɪt/, /ek'splɔɪt/	(n) /'eksplɔɪt/
Extract	(v) /ɪk'strækt/, /ek'strækt/	(n) /'ekstrækt/
Frequent	(v) /fri'kwent/	(adj) /'fri:kwent/
Graduate	(v) /'grædʒueɪt/, /'grædjuet /	(n) /'grædʒuət/, /'grædjuət/
Impact	(v) /ɪm'pækt/	(n) /'ɪmpækt/
Impress	(v) /ɪm'pres/	(n) /'ɪmpres/
Incline	(v) /ɪn'klaɪn/	(n) /'ɪnklaɪn/
Increase	(v) /ɪn'kri:s/	(n) /'ɪnkri:s/
Insert	(v) /ɪn'sɜ:t/	(n) /'ɪnsɜ:t/
Insult	(v) /ɪn'sʌlt/	(n) /'ɪnsʌlt/
Intern	(v) /ɪn'tɜ:n/	(n) /'ɪntɜ:n/
Invalid	(adj) /ɪn'vælɪd/	(n) /'ɪnvælɪd/
Object	(v) /əb'dʒekt/	(n) /'ɒbdʒɪkt/, /'ɒbdʒekt/
Perfect	(v) /pə'fekt/, /pɜ:'fekt/	(n, adj) /'pɜ:fɪkt /
Perfume	(v) /pə'fju:m/, /pɜ:'fju:m/	(n) /'pɜ:fju:m/
Permit	(v) /pə'mɪt/	(n) /'pɜ:mɪt/
Pervert	(v) /pə'vɜ:t /	(n) /'pɜ:vɜ:t/
Present	(v) /pri'zent/	(n) /'preznt/
Prefix	(v) /,pri:'fɪks/	(n) /'pri:fɪks/
Proceeds	(v) /prəʊ'si:dz/	(n) /'prəʊsi:dz/
Produce	(v) /prə'dju:s/, /prə'dʒu:s/	(n) /'prɒdju:s/, /'prɒdʒu:s/
Progress	(v) /prəʊ'gres/, /prə'gres/	(n) /'prəʊgres/, (AmE) /'pra:gres/
Project	(v) /prəʊ'dʒekt/, /prə'dʒekt /	(n) /'prɒdʒekt/, /'prɒdʒɪkt/
Protest	(v) /prəʊ'test/, /prə'test/	(n) /'prəʊtest/
Rebel	(v) /rɪ'bel/	(n) /'rebl/
Recall	(v) /rɪ'kɔ:l/	(n) /'ri:kɔ:l/, /rɪ'kɔ:l/
Recess	(v) /rɪ'ses/, /rə'ses/	(n) /'ri:ses/
Record	(v) /rɪ'kɔ:d/	(n) /'rekɔ:d/
Refuse	(v) /rɪ'fju:z/, /rə'fju:z/	(n,adj) /'refju:s/
Refill	(v) /,ri:'fɪl/	(n) /'ri:fil/
Segment	(v) /seg'ment/	(n) /'segmənt/
Subject	(v) /səb'dʒekt/	(adj, n) /'sʌbdʒekt/, /'sʌbdʒɪkt/
Survey	(v) /sə'veɪ/	(n) /'sɜ:veɪ /
Suspect	(v) /sə'spekt/	(adj) /'sʌspekt/
Transfer	(v) /træns'fɜ:/, /tra:ns'fɜ:/	(n) /'trænsfɜ:/, /'tra:nsfɜ:/
Transport	(v) /træn'spɔ:t/, /tra:n'spɔ:t/	(n) /'trænsɔ:t/, /'tra:nspɔ:t /
Torment	(v) /tɔ:'ment/	(n) /'tɔ:ment/

Table.1: Distinctive Word Accentual Pattern

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***FIRST TERM EXAMINATION***

**Question 1:** State the rules governing the pronunciation of the lateral /l/. (4 pts)

1. [feɪljə] .....
2. [klɛvə] .....
3. [heɪθi] .....
4. [lɪtʃ] .....

**Question 2:** Transcribe these sentences phonetically (Narrow Transcription) (6pts)

➤ Let Lucy light a candle and we will all look for the missing ball.

.....

➤ The difficult we do at once, the impossible takes a little longer.

.....

➤ The trip by train took a tiresome twenty-two hours.

.....

**Question 3:** Transcribe phonemically (Broad Transcription) and mark the stress (4pts).

» Injury (n) ..... » Violence (n) .....

» Protect (v) ..... » Entrance (v).....

» Enough (adv) ..... » Hostile (adj).....

**Question 4:** Classify the following words according to their stress pattern. (4 pts)

Put each word in the appropriate column. ( Only groups 3, 4, 5, 8 & 9 )

❖ Journey, musician, soldier, novelist, assistant, architect, carpenter, researcher.

0 0	0 0 0	0 0 0

**Question 5:** Decide whether the following statements are True or False. (4 pts)

Justify your answers. ( Only groups 1, 2, 6, 7 & 10 )

1. The phonetic feature of « aspiration » changes the meaning of the utterance.

.....

.....

2. The consonants / ʒ / , / ŋ / cannot appear as a part of the onset consonant cluster.

.....

.....

3. Syllable structure, consonant cluster, and vowel sequences in English have no restrictions.

.....

.....

4. The syllabic consonant / n / can be found after fricatives only.

.....

.....

*Best of Luck*

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Your Teacher : Mr. Aounali

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***FIRST TERM MAKE-UP EXAMINATION***

**Question 1: Define the following terms briefly** (4 pts)

1- Stress .....

.....

.....

2- Syllable .....

.....

.....

**Question 2: Transcribe the following words phonetically and mark stress** (4 pts)

1- Soldier ..... 2- Interact .....

3- Journey ..... 4- Comprehend .....

5- Architect ..... 6- Secretary .....

7- Until ..... 8- Afterwards .....

**Question 3: Transcribe the following words phonemically and mark stress** (4pts)

1- Pleasant .....

2- Captain .....

3- Turtle .....

4- Partake .....



**Question 4:** Convert the following transcribed words into spelling form (6pts)

1- /rezə'rekt/ .....

.....

.....

2- /'kɑ:pentə/ .....

.....

.....

3- /ɔ:l'redi/ .....

.....

.....

4- /'rebl/ .....

.....

.....

**Question 5:** Classify the following words according to their stress patterns. (2pts)

Put each word in the appropriate column.

1- Familiar

2- Interrupt

3- Encourage

4- Innocent

Stress on 1 <sup>st</sup> syllable	Stress on 2 <sup>nd</sup> syllable	Stress on 3 <sup>rd</sup> syllable
.....	.....	.....
.....	.....	.....
.....	.....	.....

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## ***FIRST TERM EXAMINATION IN PHONETICS***

**Question 1: Explain the difference between the following terms briefly** **(4pts)**

1-Phoneme/Allophone .....

.....

.....

.....

2-Phonemic/Phonetic transcription .....

.....

.....

.....

**Question 2: Identify the category of the following words, transcribe them and state the stress placement in each one.** **(5pts)**

Word	Category	Transcription
Convert	.....	.....
Tertiary	.....	.....
Forget	.....	.....
Swallow	.....	.....

**Question 3:** Decide whether the following statements are True or False and correct the wrong ones. (4pts)

1. The factors realizing prominence (primary stress) in the word 'opportune' are quality and quantity.

.....

.....

2. The phonetic feature of « aspiration » affects the meaning of the utterance.

.....

.....

3. In two-syllable nouns, if the 2<sup>nd</sup> syllable contains a short vowel, the stress will usually fall on the 1<sup>st</sup> syllable.

.....

.....

4. The difference between primary and secondary stress is in energy of articulation and quality.

.....

.....

**Question 4:** Classify the following words according to the pronunciations of /l/ (3pts)  
Cattle, clean, felony, lateral, placed, relatively.

[ l ]	[ ɫ ]	[ ɫ̥ ]	[ ɫ̥̥ ]
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**Question 5:** Transcribe the following words phonemically and phonetically (4pts)

Words	Phonemic transcription	Phonetic transcription
Canal	.....	.....
Purchase	.....	.....
Disparate	.....	.....
Capable	.....	.....

*Best of Luck*

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Cattle, clean, felony, lateral, placed, relatively.

[ l ]	[ ɫ ]	[ ɫ̥ ]	[ ɫ̥̥ ]
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**Question 5:** Transcribe the following words phonemically and phonetically (4pts)

Words	Phonemic transcription	Phonetic transcription
Canal	.....	.....
Purchase	.....	.....
Disparate	.....	.....
Capable	.....	.....

*Best of Luck*



VOWELS	MONOPHTHONGS				DIPHTHONGS		<div>Phonemic Chart</div> <div>Southern British English (RP)</div> <div><div>voiced</div><div>unvoiced</div></div> <div>Note: All vowels are voiced</div>	
	<div>iː</div> <div><u>E</u>, <u>see</u>, <u>these</u> <u>evil</u>, <u>seat</u>, <u>meat</u>, <u>meet</u>, <u>treat</u>, <u>believe</u>, <u>thief</u>, <u>e-mail</u>, <u>e-bay</u>, <u>BBC</u></div>	<div>ɪ</div> <div><u>in</u>, <u>if</u>, <u>big</u>, <u>with</u>, <u>this</u>, <u>six</u> <u>difficult</u>, <u>children</u> <u>Philip</u>, <u>Liverpool</u>,</div>	<div>ʊ</div> <div><u>good</u>, <u>wood</u>, <u>could</u>, <u>should</u> <u>would</u>, <u>woman</u> <u>book</u>, <u>crook</u>, <u>look</u>, <u>shook</u> <u>full</u>, <u>put</u></div>	<div>uː</div> <div><u>do</u>, <u>you</u>, <u>blue</u>, <u>two</u>, <u>shoe</u> <u>food</u>, <u>Jude</u>, <u>Jew</u> <u>knew</u>, <u>crew</u> <u>flew</u>, <u>shoot</u> <u>through</u>, <u>threw</u> <u>moody</u>, <u>Susan</u></div>	<div>ɪə</div> <div><u>ear</u>, <u>here</u>, <u>hear</u> <u>clear</u>, <u>beer</u> <u>fear</u>, <u>near</u>, <u>Ian</u> <u>stear</u> <u>happier</u></div>	<div>eɪ</div> <div><u>A</u>, <u>day</u>, <u>May</u> <u>play</u>, <u>say</u> <u>eight</u>, <u>late</u> <u>alien</u>, <u>make</u> <u>break</u>, <u>hate</u>, <u>bake</u>, <u>take</u> <u>Amy</u></div>		
	<div>e</div> <div><u>egg</u>, <u>bed</u>, <u>red</u>, <u>head</u> <u>said</u>, <u>dead</u> <u>emperor</u></div>	<div>ə</div> <div><u>away</u>, <u>ago</u> <u>over</u>, <u>mother</u> <u>banana</u> <u>dictator</u> <u>London</u> <u>Edinburgh</u></div>	<div>ɜː</div> <div><u>her</u>, <u>first</u> <u>word</u>, <u>third</u> <u>heard</u>, <u>earth</u> <u>worst</u>, <u>learn</u> <u>herbal</u>, <u>birthday</u></div>	<div>ɔː</div> <div><u>call</u>, <u>door</u>, <u>talk</u> <u>sure</u>, <u>shore</u>, <u>more</u> <u>pour</u>, <u>poor</u>, <u>walk</u> <u>awesome</u> <u>daughter</u> <u>thought</u>, <u>bought</u></div>	<div>ʊə</div> <div><u>pure</u>, <u>cure</u> <u>tour</u> <u>curious</u>, <u>jury</u> <u>manure</u> <u>insecure</u> <u>endure</u></div>	<div>ɔɪ</div> <div><u>boy</u>, <u>toy</u>, <u>joy</u> <u>oil</u>, <u>royal</u>, <u>soil</u> <u>boil</u> <u>spoilt</u> brat</div>		
	<div>æ</div> <div><u>cat</u>, <u>ham</u>, <u>map</u> <u>happy</u>, <u>lab</u> <u>actually</u> <u>fracture</u></div>	<div>ʌ</div> <div><u>up</u>, <u>but</u>, <u>under</u> <u>love</u>, <u>mother</u> <u>brother</u>, <u>luck</u> <u>butter</u>, <u>London</u> <u>enough</u>, <u>rough</u> <u>none</u>, <u>nun</u></div>	<div>aː</div> <div><u>car</u>, <u>far</u>, <u>start</u> <u>hard</u>, <u>father</u> <u>heart</u>, <u>calm</u> <u>aunt</u>, <u>aren't</u> <u>can't</u>, <u>shan't</u> <u>half</u>, <u>banana</u></div>	<div>ɒ</div> <div><u>dog</u>, <u>on</u>, <u>off</u> <u>got</u>, <u>want</u> <u>what</u>, <u>hot</u> <u>yacht</u> <u>oxymoron</u></div>	<div>eə</div> <div><u>air</u>, <u>care</u> <u>stair</u>, <u>chair</u> <u>bear</u>, <u>wear</u> <u>where</u>, <u>there</u></div>	<div>aɪ</div> <div><u>I</u>, <u>my</u>, <u>eye</u> <u>bite</u>, <u>bike</u> <u>high</u>, <u>light</u>, <u>sight</u> <u>Skype</u>, <u>child</u> <u>irate</u>, <u>kind</u></div>		
CONSONANTS	<div>p</div> <div><u>pet</u>, <u>pop</u>, <u>lip</u>, <u>happy</u>, <u>people</u> <u>peculiar</u>, <u>hippopotamus</u></div>	<div>b</div> <div><u>baby</u>, <u>bin</u>, <u>Bob</u> <u>bonanza</u> <u>brick</u>, <u>liberty</u> <u>Barbados</u></div>	<div>t</div> <div><u>tea</u>, <u>tap</u>, <u>tree</u>, <u>trap</u> <u>telemetry</u> <u>Tom</u>, <u>Thomas</u></div>	<div>d</div> <div><u>did</u>, <u>didn't</u>, <u>dive</u>, <u>road</u> <u>middle</u></div>	<div>tʃ</div> <div><u>chess</u>, <u>watch</u> <u>child</u>, <u>stretch</u> <u>beach</u>, <u>teach</u> <u>literature</u></div>	<div>dʒ</div> <div><u>jam</u>, <u>gym</u>, <u>bridge</u>, <u>edge</u> <u>legend</u>, <u>George</u> <u>vegetable</u></div>	<div>k</div> <div><u>back</u>, <u>cook</u> <u>crack</u>, <u>capitulate</u></div>	<div>g</div> <div><u>go</u>, <u>gift</u>, <u>great</u> <u>giggle</u> <u>glimmer</u></div>
	<div>f</div> <div><u>if</u>, <u>fish</u>, <u>off</u> <u>Philip</u> <u>fife</u>, <u>wife</u> <u>Philosophy</u></div>	<div>v</div> <div><u>very</u>, <u>live</u>, <u>love</u> <u>voice</u>, <u>over</u>, <u>wives</u> <u>vegetable</u></div>	<div>θ</div> <div><u>think</u> <u>three</u> <u>theory</u>, <u>birthday</u> <u>Thursday</u> <u>thousand</u></div>	<div>ð</div> <div><u>the</u>, <u>this</u>, <u>that</u> <u>these</u> <u>mother</u> <u>themselves</u></div>	<div>s</div> <div><u>sun</u>, <u>kiss</u> <u>sucker</u>, <u>missed</u> <u>kicks</u>, <u>stops</u> <u>cuts</u>, <u>costs</u> <u>Mississippi</u></div>	<div>z</div> <div><u>zoo</u>, <u>zebra</u> <u>please</u>, <u>easy</u> <u>noses</u>, <u>zombie</u> <u>cheese</u>, <u>sneeze</u> <u>runs</u>, <u>plays</u></div>	<div>ʃ</div> <div><u>she</u>, <u>shoot</u> <u>fish</u>, <u>ship</u>, <u>shy</u> <u>fresh</u>, <u>sheep</u> <u>splash</u>, <u>wash</u> <u>ash</u>, <u>bishop</u></div>	<div>ʒ</div> <div><u>pleasure</u> <u>television</u> <u>massage</u> <u>usually</u> <u>leisure</u>, <u>Asia</u></div>
	<div>m</div> <div><u>me</u>, <u>lemon</u>, <u>home</u>, <u>camera</u> <u>manipulate</u></div>	<div>n</div> <div><u>no</u>, <u>none</u>, <u>notorious</u> <u>bone</u>, <u>Norway</u></div>	<div>ŋ</div> <div><u>sing</u>, <u>ring</u>, <u>long</u>, <u>song</u>, <u>wrong</u>, <u>doing</u>, <u>living</u></div>	<div>h</div> <div><u>hello</u>, <u>happy</u> <u>him</u>, <u>her</u> <u>hectic</u> <u>ha ha!</u></div>	<div>l</div> <div><u>leg</u>, <u>ill</u>, <u>live</u> <u>alive</u>, <u>slow</u> <u>lugubrious</u></div>	<div>r</div> <div><u>red</u>, <u>real</u>, <u>road</u>, <u>write</u>, <u>really</u> <u>already</u> <u>arrange</u></div>	<div>w</div> <div><u>we</u>, <u>when</u>, <u>what</u> <u>sweltering</u></div>	<div>j</div> <div><u>yes</u>, <u>yellow</u>, <u>yesterday</u>, <u>younger</u>, <u>music</u>,</div>

hel'əʊ / həl'əʊ

god 'mɔːnɪŋ

hai

'θæŋks

ʒɔː 'welkəm

'mjuːzɪk

ðə 'kwɪk 'braʊn 'fɒks 'dʒʌmps 'əʊvə ðə 'leɪzɪ 'dɒg

'rəʊbɒts ɑːr 'ɔːsəm\*

'gʌvnmənt / 'gʌvmənt

'lɪtərɪʃə

'vedʒtəbl

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

hello

good morning

hi!

thanks

you're welcome

music

the quick brown fox jumps over the lazy dog

robots are awesome

government

literature

vegetable

## Study Guide for First Year LMD Students

### First Year LMD

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

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

<sup>(2)</sup> 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.