

Eötvös Loránd University – Dept. of English Linguistics

A Short Practice Book in English Phonetics and Phonology

10 lessons – 40 pages

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Converter: <http://www.photransedit.com/Online/Text2Phonetics.aspx>Explanations: <http://teflpedia.com/Category:Phonetics><http://www.antimoon.com/how/pronunc-soundsipa.htm> (Szynalski & Wojcik)**Table I THE ENGLISH PHONEME INVENTORY**

This course uses British English, represented in IPA transcription as used by A.C.Gimson.

• **Vowels**

<i>Short Vowels</i>	<i>Long Vowels</i>		<i>Unstressed ("Weak") Vowels</i>
	<i>Pure Long Vowels</i>	<i>Diphthongs</i>	
/æ/ cat, had	/ɑ:/ park, calm	/eɪ/ take, rain	/ə/ ago, paper
/e/ yes, head	/ɜ:/ term, bird	/aɪ/ time, right	/i/ happy
/ɪ/ sing, litter	/i:/ speak, litre	/ɔɪ/ boy, soil	/u/ usual
/ɒ/ dog, wash	/ɔ:/ form, lawn	/oʊ/ home, soap*	
/ʊ/ put, look	/u:/ moon, rule	/aʊ/ down, loud	
/ʌ/ cut, love		/ɪə/ beer, here	
		/eə/ care, hair	
		/ʊə/ poor, cure	

* /oʊ/ can also be transcribed as /əʊ/

• **Consonants** (problematic ones only)

/ʃ/ show	/θ/ thank
/ʒ/ pleasure	/ð/ they
/tʃ/ chip	/ŋ/ king
/dʒ/ gin	/w/ we

Table II SIGNS AND SYMBOLS

/ / phoneme;

[] sound, allophone, phonetic realization, "surface"

() optional element

|| pause, end of tone-unit, syntactic boundary

→ is realised as, becomes

* (before a form) impossible or nonexistent form (e.g. */knou/, */ŋg#/)

% form used by some speakers but not by others

+ morpheme boundary ("weak boundary"): end of a bound stem, before an **integrated** suffix (e.g. *oppon+ent*, *knive+s*)# word boundary ("strong boundary", "hashtag"): end of a free stem, before a **neutral** suffix (e.g. *walk#ed*, *give#s*, *oppon+ent#s*)

Table III ADVICE ON MAKING TRANSCRIPTIONS**• Symbols**

1. The symbols in Table I must be used exclusively; no further symbols must be used.
2. The short vowel symbols do not occur with the length mark /:/. Note especially that /ɪ:/ does not exist!
3. Transcription does not mirror spelling. Some symbols are used differently from their usual English spelling values: *yet* is /jet/ but *jet* is /dʒet/!
4. If something sounds the same, it must have the same transcription. The words *cent*, *scent*, *sent* are all /sent/; the words *queen*, *kiss*, *cube*, *chaos* all begin with /k/.
5. Word final *-r* need not be shown, except when it is pronounced as Linking-R: *more* /mɔ:/, but *more ice* /'mɔ:r 'aɪs/. Intrusive-R in round brackets: *saw it* /sɔ:(r) ɪt/
6. The sounds /i: u: ju: eɪ oʊ/ can never occur before /r/ in the same word.
7. Some books do not use short /ɪ u/ but replace these with /ɪ o/,
e.g. *happy* /'hæpi/ = /'hæpɪ/, *influence* /'ɪnfluəns/ = /'ɪnflʊəns/.
Note also that the *home* vowel can be transcribed as /oʊ/ or /əʊ/. Both are acceptable.
8. The consonants /l n/ (sometimes also /r m ŋ/) may be syllabic, e.g. *symbol* /'sɪmbl/, *essence* /'esns/, *prism* /'prɪzm/ (these are two-syllable words!).

• Typography

9. Use slants / . . . / to include transcription, but if you transcribe a text or a word list, don't enclose every word in separate slants.
10. Optional sounds (which may be pronounced or omitted) can be shown in round brackets: *tyrant* / 'taɪ(ə)rənt/, *saw it* / 'sɔ:(r) ɪt/, *suit* /s(j)u:t/.
11. Do not carry over capitals, apostrophes, or other punctuation marks from spelling into transcription: *Paul* is /pɔ:l/, not */Pɔ:l/.
12. Spaces between words should be shown in transcription too.
13. Syntactic boundaries (like end of clause or sentence) may be marked by double lines || especially if they correspond to a pause in speech or a break in intonation.

• Stress

14. Stress marks are *vertical*, and are placed before the whole stressed syllable, e.g. *good* /'gɒd/, *instruct* /ɪn'strʌkt/. – Do not confuse this IPA stress mark with another means of stress marking: the “acute accent” placed on top of stressed vowels, e.g. *góod*, *instrúct*, *týrant*, *pléasure*.
15. When a stressed syllable has several consonants before it, place the stress mark so as to “maximize its onset”, putting as many consonants in the stressed syllable as possible: *instrúct* /ɪn'strʌkt/, but not */ɪ'nstrʌkt/ or */ɪnst'rʌkt/
16. You may omit the stress mark on monosyllabic words if they stand in isolation, but they must get a stress mark when they are in a connected text (if they are actually stressed in the given context).
17. No English word may begin with two unstressed syllables: one of the first two syllables must have (primary or secondary) stress.
18. Grammatical function words (pronouns, prepositions, auxiliaries, etc.) are normally unstressed, in their “weak” form, e.g. *Your books are nice* /jə 'bʊks ə 'naɪs/.

Table IV ABBREVIATIONS

a.k.a. = also known as
 AmE = American English (here used for General American, GA)
 BrE = British English (here used for SSBE)
 C = any consonant
 cf. = compare, refer to..., see also... (Latin *confer*)
 e.g. = for example (Latin *exempli gratia*)
 Ex. = exercise ; Exx. = exercises
 i.e. = that is (Latin *id est*)
 IPA = International Phonetic Alphabet
 RP = Received Pronunciation (= SSBE)
 SSBE = Southern Standard British English (= BBC English, Queen's English, RP)
 V = any vowel
 vs. = as opposed to, against (Latin *versus*)

LESSON 1

Exercise 1.1. Spelling rules are not valid in phonetics. Transcribe, using the symbols in Table I.

My name's Jim. – We start at 7 a.m. – Mrs. Betty Smith. – run, runs, running

Exercise 1.2. Do not confuse letters and sounds. Transcribe:

jay – yet – please – fish – thick – then – view – wing – right – write

Exercise 1.3. Sample of SSBE transcribed in Gimsonian IPA.

Observe these transcriptions.

– Where does /ə/ occur? And /ɪ/?

– Does every word have a stress mark? Where is it placed within the word?

(a) Mark and Amanda will have a beer together on Thursday evening.

/ 'mɑ:k ənd ə'mændə wɪl 'hæv ə 'biə tə'geðər ɒn 'θɜ:zdeɪ 'i:vniŋ /

(b) The council decided to construct a new bridge across the river.

/ ðə 'kaʊnsl dɪ'saɪdɪd tə kən'strʌkt ə 'nju: 'brɪdʒ ə'krɒs ðə 'rɪvə /

Exercise 1.4. Stress must be indicated before the stressed syllable. Transcribe:

speaking – user – repeat – Jack and Jill – the bus returned in six minutes

NOTE: the stress-mark may be omitted if the word is one syllable, and is in isolation:

E.g.: dog /'dɒg/ can be /dɒg/ BUT: a cat and a dog /ə 'kæt ənd ə 'dɒg/ !!!

Exercise 1.5. Unstressed syllables tend to contain /ə/. Transcribe:

salad – method – cactus – kitchen – arrogant – provide – I can swim – speak to Joe

Exercise 1.6. Final R in British English is normally silent, but is pronounced before a vowel. Transcribe the material after the arrows (remember stress marking!).

car /kɑː/ → car engine

store /stɔː/ → storage

Peter /'pi:tə/ → Peter and Paul

stir /stɜː/ → stirring

wander /'wɒndə/ → wanderer

hear /hɪə/ → hear it

Exercise 1.7. /e/ or /æ/? Try to guess. Transcribe, then make two columns, /e/ and /æ/. Observe how the spelling indicates the difference.

send – sand – carry – very – bread – patch – pleasant – terrorist – balance – jazz

***Exercise 1.8.** (Asterisked exercises are optional.) – /ɔː/ or /oʊ/? Try to guess. Transcribe, then make two columns, /ɔː/ and /oʊ/. Observe how the spelling indicates the difference.

go – more – law – clone – dawn – coat – low – pork – audit – window – story – coach

***Exercise 1.9.** /oʊ/ or /aʊ/? Circle the letters that stand for /aʊ/. Is there a way to predict which one to pronounce (is there any letter-to-sound correspondence)?

allow – follow – window – cow – know – now – sorrow – how – pillow – cloud – crowd – soul – crow – low – vow – wow – mow – row (n) – row (v) – bow (n) – bow (v)

<HW> Exercise 1.10. (Exercises marked <HW> are suitable for homework.)

Study carefully Table III above, then transcribe **by hand** the following words and sentences with the transcription system used here. (You may consult a dictionary or online source, but if it uses a different system you must convert it to our “Gimsonian” system, as in Table I.)

Steve – Robert – Charles – Nora – Nigel – Jean – Oliver – Olivia – Jason – Edward – Maud – Sammy – Elizabeth – Jennifer – George – William – Susan – Geoffrey – Vanessa – Keith

I saw four roses on the road. – Two men sat down next to Jack.

The cook dropped the onions into some hot butter.

***<HW> Exercise 1.11.** – Underline the pairs that are homophones.

eye – I

said – sad

cold – called

backed – bagged

pour – paw

practice – practise

Jim – gym

bear (v) – bear (n)

career – Korea

aren't – aunt

martial – marshal

want – won't

use (v) – use (n)

low – law

torches – tortures

wait – weight

Essex – ethics

route – root

LESSON 2

Exercise 2.1. Sound contrasts (Minimal pairs) /i: - ɪ - ɪə - e/

Note. Besides practising the sounds by pronouncing the word pairs (in chorus or individually), these exercises may be used as ear training: the teacher pronounces one member of each pair (at random), and the students underline the word they heard.

- (1) /i:/ seen been read ease leave reason he's weaned skied
/ɪ/ sin bin rid is live risen his wind skid

(2) The same contrast, before dark L

- /i:/ feel steal meal he'll we'll field peel
/ɪ/ fill still mill hill will filled pill

(3) The same contrast, before a voiceless (= „fortis”) consonant

- /i:/ seat peach seek sheep least reach each clique
/ɪ/ sit pitch sick ship list rich itch click

- (4) /i:/ bead fees weed tea a pea read cheese
/ɪə/ beard fears weird tier appear reared cheers

- (5) /i:/ bean beat lead seat heed litre seeks reach
/ɪ/ bin bit lid sit hid litter six rich
/e/ Ben bet led set head letter sex wretch

Note 1. The examples show the vowels in stressed position. However, an /ɪ/ sound often occurs in unstressed position before a consonant (*panic, manage, elect*).

Note 2. The only words where stressed /ɪ/ is spelt e are England, English, pretty.

*<HW> Exercise 2.2. Sound identification: /i: - ɪ - ɪə - e/

Write above each underlined vowel the transcription symbol for it. (Check your solutions in a dictionary after you have completed the task.)

sceenery - sphere - execute - realm - cohesion - condition -
confession - material - leisure - legal - creature - represent
- fierce - hysterical - penguin - cleanse - pretty - deletion

<HW> Exercise 2.3. Regular words with the suffix -ian

Transcribe, then check your solution online or in a dictionary.

Observe the following points during your work and write down your answer:

- (1) Where does the stress fall in relation to the -ian suffix?
- (2) When is the -i- of the suffix pronounced (as /i/ or /j/), and when does it disappear?
- (3) How many consonant-letters are there before the -ian suffix in these words?
- (4) When is the stressed vowel „tense” (diphthong or long monophthong), or „lax” (short)?
- (5) What alternation do the long (= „tense”) vowels show? E.g., is tense A always /eɪ/?

Albanian, Hungarian, Alsatian, Canadian, Asian, Bulgarian
 Bohemian, Armenian, Siberian, Venetian, Sumerian, Norwegian
 Bolivian, Syrian, Parisian, Tunisian, Mauritian, Galician
 Utopian, Caledonian, Victorian, Estonian, Dorian, Anatolian
 Peruvian, Mancunian, Manchurian, Lilliputian, Danubian, Etrurian

Exercise 2.4. *Clear-L and Dark-L*

(a) *Clear-L. Try to find the environment for Clear-L.*

alone, apply, black, fellow, foolish, illiterate, influence, laconic, Lebanon,
 legitimate, life, long, salad, spleen, ugly

Clear-L here too. Why?

a mile away, cool it, feel at home, shall I, tell us

Clear-L here too. This is a regular exception to the rule. Specify.

million, schoolyard, Italian, value, pale yellow, will you

(b) *All other L's are „dark” [ɫ] (= velarized, [o]-coloured). Pronounce:*

milk, Albert, miles, I can't tell, tells, culture, Wales, a cool breeze, field, helmet, filled,
 a mile back, girls, salvation, enrolled, controls, old, penalty, wholeness, inhale the smoke

• *The /l/ in the data below is usually also dark. Try to explain why and when:*

travel around, traveller, final act, finally, finalize, counselling, counsellor, Marble
 Arch, simple idea, capable of it

Q1. Compare the L's in *salad* and *Wales*: which is dark and why?

Q2. What is the domain of operation of **L-Darkening**? Is it a word-level (“lexical”) rule, or a phrase-level (“postlexical”) rule?

Q3. Does the word *tell*, as a lexical item, end in clear L or dark L underlyingly?

Q4. Why does our transcription not show the darkness of /l/? Why are different sounds represented with the same symbol?

Note. The letter *l* is silent in *walk, talk, chalk, folk, yolk, Holmes, palm, half, calf*.

<HW> Exercise 2.5. *Clear-L or Dark-L?*

Circle all dark L's in these sentences:

1. You old fool, they'll kill you if you always trouble them!
2. Helen stole eleven thrillers from Giles's library.
3. Gerald walked alone till about half past twelve.

4. The police compelled the folk dancers to leave the hall.
 5. People are awfully lazy in the middle of July.

Exercise 2.6. Aspiration

(a) Aspirated /p t k/ = [p^h t^h k^h]. The underlined consonants are aspirated. Find the environment for aspiration.

according, acoss, chemist, collapse, compare, encorage, entire, impression, intuitive, kill, occupation, parody, pie, pleasure, polite, prevent, Quebec, reqest, return, terrible, time, together, tremendous, twist

(b) Subrule. There is **NO** aspiration in the following cases. Specify:

speak, display, stamp, stand, mistake, extravagant, sky, discreet, school

(c) Domain of application. The underlined consonant is **UN**aspirated. Why?

– hiti Ann, eighti apples, noti all, speaki up, blacka animal, deepend, helpl Oliver

– acknnowledge, hypnotic, reptilian, Atlantic

Q1. Only the phonemes /p t k/ can be aspirated. Give the features which define just these three phonemes as a natural class.

Q2. Is a “natural class” characterized by more or fewer features than its members?

Q3. Does the spelling matter? E.g., is it relevant how /k/ is spelt?

Q4. Compare L-Darkening and Aspiration. Do they operate on units larger than the word?

Q5. The expression *at all* is pronounced [ə't^hɔ:l] in BrE. Why is it peculiar?

<HW> Exercise 2.7. Aspirated or not?

Circle all aspirated sounds:

conquer, screen, chemical, acknowledge, between, unkind,
 contain, secure, steal, Christmas, supper, repeat, prince,
 approve, despair, pottery, linking, betray, tremble, square,
 include, aspirin, protect, text (= tekst), hypnotic

***<HW> Exercise 2.8. Transcribe:**

1. The train stopped at a small town called Richmond. 2. Oscar looked everywhere but found nothing. 3. I've often wondered about my brother's future. 4. Jessica wrote an angry letter to the local council. 5. Our summer vacation normally lasts from July to September.

Exercise 2.9. English Vowels: place of articulation

The “place of articulation” of a vowel means its tongue position, i.e. the highest point of the tongue during the production of the vowel.

Write after each symbol its first key word from Table I:

	<i>front</i>	<i>central</i>	<i>back</i>
<i>high (= close)</i>	/i:/ <i>speak</i>		/u:/
<i>mid-high</i>	/ɪ/		/ʊ/
<i>(=half-close)</i>	/ɪə/	/oʊ/=/əʊ/	/ʊə/
<i>mid-low</i>	/e/	/ə/	/ɔ:/
<i>(= half-open)</i>	/eɪ/	/ɜ:/	/ɔɪ/
	/eə/		
<i>low (=open)</i>	/æ/	/ʌ/	/ɒ/
		/aɪ/	/ɑ:/
		/aʊ/	

Notes. 1. Diphthongs are represented at their starting point only.

2. Hungarian “mély” corresponds to *back*, “magas” to *front*.

3. Unstressed /i u/ are articulated in the same place as long /i: u:/.

4. The table does not show lip-rounding. All back vowels except /ɑ:/ are rounded.

Exercise 2.10. Phonetic Respelling

Phonetic Respelling is not transcription. It uses the regular letter-to-sound correspondences of the given language to show how to pronounce a word.

E.g. *nature* = “nayer” = /'neɪtʃə/ Hung. *bánts* = “báncs” = /ba:ntʃ/.

Fill in the missing elements:

Word (Spelling)	Is pronounced as... (Phonetic Respelling)	Transcription
island	“eye-land”	/'aɪlənd/
lead (metal)		/'led/
	“coff”	/'kɒf/
	“cupple”	/'kʌpl /
queue		/'kju:/
parachute		/'pærəʃu:t/
	“onner”	/'ɒnə/
climb		/'klaɪm/

LESSON 3

Exercise 3.1. Sound contrasts (Minimal pairs) /e – eə – æ/

(1) before voiced consonants: here /æ/ is quite long!

/e/ bed said shell head bend men merry send together
/æ/ bad sad shall had band man marry sand to gather

(2) the same, before voiceless consonants (with a possible intervening nasal):

/e/ set letter sex text phonetics mention expensive centre
/æ/ sat latter sacks taxed fanatics mansion expansive Santa

(3) /e/ dead merry fed Ed very red head
/eə/ dared Mary fared aired vary red haired

*<HW> Exercise 3.2. Sound identification: /e – eə – eɪ – æ/

Write above each underlined vowel the transcription symbol for it. (Check your solutions in a dictionary after you have completed the task.)

guest apricot champion there America says angel area
swear basic reign meant comparison mayor Marathon carrot
variy Cambridge buriy scarce prayer pastry man many

Exercise 3.3. Trisyllabic Laxness

(a) Short lax vowels. – Observe the stressed vowel of these words (marked with an acute accent). Draw up a table like this, and group the words according to the sound. (One column will remain empty!)

æ	e	i	ɒ	ʊ	ʌ
ani <u>m</u> al

ability, America, ánimal, apostrophe, company, comparison, curiosity, divisible, écstasy, evangelist, fábulous, fántasy, gullible, héroine, hesitate, holiday, intelligent, írritate, líberty, luxury, míracle, molecular, múscular, návigate, ópera, órigin, párody, penúl-timate, philosophy, possible, severity, sígnature, supplement, tyranny.

Q1. In all these words, the stressed vowel occupies the same position. Specify.

Q2. No English word has /ʊ/ in the third-last syllable. Explain the notion of “lexical gap”.

Q3. Which alphabetic letter normally represents which vowel sound?

Q4. Are words like *dynámic* /daɪ'næmɪk/, *omíssion* /ou'mɪʃn/ exceptions?

(b) *Long lax vowels (= broad vowels)*. – Do the same as above.

a:	ɔ:	ɜ:
...

ármistice, ártery, Califórnia, círcular, confórmy, córpulent, cóurtesy, Férdinand, fórtunate, hármoney, impértinent, márginal, órthodox, párlíament, párticle, pérmanent, subórdinate, túrbulence

Q4. Why are the vowels in these words different from those in (a)? Discuss “Broadening” as compensatory lengthening.

Q5. All vowels encountered in (a+b) are Lax Vowels. Write “L” next to them in Table I. All other vowels are Tense Vowels (except unstressed or “weak” vowels). Write “T” next to them in Table I.

Exercise 3.4. An extension of Trisyllabic Laxness

The underlined vowel is lax in these too. Where is it in the word? Copy these words (in spelling), placing a dot between syllables. Example: he.li.cop.ter

- hélicopter, mílitary, córonary, spíritual, céremony, áribitrary, sécretary, álligator...
- rèformátion, pàrasític, pèrsonálity, hòlográphic...

<HW> Exercise 3.5. Trisyllabic Laxness in derived words

Observe and explain what happens in these suffixed forms:

insáne /eɪ/ → insán+ity /æ/
 compéte /i:/ → compét+itor /e/
 críme /aɪ/ → crímin+al /ɪ/
 sóle /oʊ/ → sól+itude /ʊ/

This tense/lax stem-alternation is called **Vowel Shift**.

Give the symbol for the stressed vowel in the derived form:

Tense stem-vowel	Lax stem-vowel
gráve /eɪ/	gráv+ity
pénal /i:/	pénal+ty
týpe /aɪ/	týp+ical
sevére /ɪə/	sevér+ity
provóke /oʊ/	provóc+ative
compáre /eə/	compár+ative

Tense stem-vowel	Lax stem-vowel
héro /ɪə/	héro+ine
gráde /eɪ/	grádu+ate
divíde /aɪ/	divís+ible
móde /oʊ/	mód+ify
týrant /aɪ/	týrann+y
váin /eɪ/	ván+ity

Exercise 3.6. Exceptions to Trisyllabic Laxness

In these cases the stressed vowel is **Tense**, though standing in the third-last syllable:

•(a) **Regular exception:** nonlaxable U

Copy these words (in spelling), placing a dot between syllables. Example: Pe . rú . vi . an

fúneral, enúmerate, infúriate, cúcumber, dúplicate, únity, redúcible, júvenile, púrify, núdity, úsual, crúidity, lúbriçant, accúmlate,

•(b) **Regular exception:** CiV-Tensing

Write above each column the symbol for its stressed vowel. Box the CiV component in each word.

/...../	/...../	/...../	/...../
mánia	prévious	Utópián	úniún
rádio	sénior	phóbia	Perúvian
uránium	immédiat	ópium	dúbious
álien	Bohémian	assóciate	pecúliar

Q1. Compare this with Ex.2.3. Which vowel is immune to CiV-Tensing?

•(c) **Regular exception:** words in -Vry

prím|ary, ív|ory, bríb|ery, líbr|ary, nót|ary, plén|ary, scén|ery, advís|ory, etc.

•(d) **Regular exception:** neutral suffixes

Pronounce these words without and with the suffix. The stressed vowel remains tense.

lázi#ness, cáter#ing, tótal#ly, lícenc#es, tíni#est, pílot#ed, debát#able,
párent#hood, crázi#er, váry#ing, fátal#ist

Q2. Discuss the structure-dependence of the Trisyllabic Laxness rule by comparing neutral and integrated suffixes:

lázi#ness /eɪ/ but grávit+ate /æ/; unéat#able /i:/ but inéd+ible /e/

Q3. Compare Trisyllabic Laxness with L-Darkening and Aspiration: which are structure-dependent? Which are word-level (= lexical) rules?

•(e) **Irregular exceptions**, where the third-last vowel is tense without obvious reason:

- phótograph, prótotype, mícrophone, dínosaur, fávourite, Ábraham, %ápricot, %vítamin, díynamite, níghtingale, írony, ómega, Óberon.
- stábilize, ísolate, híbernate, nótify, códifý, glórifý.
- èconómíic, obésity, sìmultáneous

***<HW> Exercise 3.7. Identification.**

The accent-marked vowels are all regular: either lax by Trisyllabic Laxness, or tense by one of the regular exceptions **a, b, c** above. Underline those where the vowel is **tense**, and write **a, b** or **c** above the word.

ágoný, álien, álligator, assóciate, Bohémian, córoner, cúcumber, currículum, décorate,

dúbious, fábulous, fúneral, héroine, immédiat, líbrary, návigat, núdity, ópera, ópium,

pecúliar, pénalty, púrify, redúcible, rélevant, scénerý, úsual, bínary, sevérity.

<HW> Exercise 3.8. Presence vs. Absence of Trisyllabic Laxness

Copy this table in large and write the words into the appropriate box. Do NOT transcribe. All these words have their stress on the third-last syllable. Mark the stressed vowel with an accent (á). If there is a **neutral suffix**, put the boundary symbol # between stem and suffix. The thick-framed box is Trisyllabic Laxness.

	Stressed vowel in the third-last syllable	
	<i>pronounced tense</i>	<i>pronounced lax</i>
word with no suffix	níghtingale ...	áanimal ...
word with integrated suffix (+)	Canád+ian ...	insán+ity ...
word with neutral suffix (#)	lázi#ness ...	háppi#ness ...

Abraham, advisable, angrily, Bolivian, catering, cinema, competitor, craziest, criminal, debatable, divisible, edited, elephant, furious, hammering, helium, hopelessness, incredible, invitingly, irony, Italy, licences, nudity, opera, oranges, paradox, parenthood, provocative, provokingly, pyramid, secretly, Siberian, sizeable, stability, tidiness, tiniest, totally, typical, unify, varying, vitally

* **If you are interested**, think about the following problematic words, pointing out what is unusual in the tense/lax nature of the stressed vowel.

capable, probable, obesity, Italian, secretary, holiday

***<HW> Exercise 3.9. Transcribe:**

1. That's when Max left Stansted. 2. Brenda sang ten anthems. 3. Alex had a red hat on his head. 4. The weather has to get better on Saturday. 5. Hotels haven't got many guests in January. 6. Jack ate seven ham sandwiches. 7. Thank heaven the men rescued Ann. 8. The leopard was buried in the animal cemetery. 9. Geoff met a Spanish friend by the Thames.

Now copy this table in large, filling in the words having /æ/ or /e/ according to their letter-to-sound correspondences:

	Spelt with A	Spelt with E	Spelt with EA	Other spellings
/æ/	that...	...	...	...
/e/	...	when...	...	...

Which letter-to-sound correspondences seem to be regular or frequent?

LESSON 4

Exercise 4.1. Sound contrasts (*Minimal pairs*) /ʌ - ʊ - ɑ:/

- (1) /ʌ/ luck nut rub sung cuff colour gun muddle worrier buddy
 /ʊ/ lock not rob song cough collar gone model warrior body
- (2) /e/ pen bed bet beg trek hell ten fen better
 /æ/ pan bad bat bag track Hal tan fan batter
 /ʌ/ pun bud but bug truck hull ton fun butter
- (3) /ɑ:/ shark heart last larger calf cast impassable balm
 /ʊ/ shock hot lost lodger cough cost impossible bomb
- (4) /ʌ/ hum come sum much cut lust stuff luck
 /ɑ:/ harm calm psalm march cart last staff lark

***<HW> Exercise 4.2. Sound identification:** /æ - ʌ - ɑ: - ʊ/

Write above each stressed vowel the transcription symbol for its stressed vowel.

spam, love, barn, fun, swan, sorry, marry, starry,
 worry, depart, adopt, adapt, solid, moustache, supple-
 ment, rough, almond, country, foreign, path, waggon,
 swallow, salmon, dozen, gone, bra, comfortable, aunt

Exercise 4.3. R-dropping

Circle those R's which are pronounced in BrE (SSBE). Formulate the rule.

artist, boredom, careful, clearest, comparison, danger-
 ous, derive, formal, hearing, hurry, impress, manners,
 Martha, merely, preferred, rain, repeat, rhythm, screen,
 tired, tomorrow, tremendous, write, yoghurt

•Linking-R. Circle those R's which are pronounced:

before April, before May, dear Ann, dear Paul, filter out,
 filter cigarette, more money, more often, hear them, hear us,
 centre of town, centre point, fire engine, fire brigade

Exercise 4.4. Intrusive-R

-- Linking-R is obligatory: *dearr Ann, hearr us.*

-- Intrusive-R is not obligatory, but is used by most people: *he saw(r) us, visa(r) office.*

*Each phrase below can be said with **Intrusive-R**, shown as (r). Pronounce the phrases with it:*

he saw(r)us – visa(r)office – a spa(r)in England – China(r)and India – the Shah(r)of Persia –

Diana(r)answered – diploma(r)in maths – draw(r)up a plan – the Bella(r)Italia bar –

the idea(r)of it – law(r)and order – via(r)Amsterdam – tuna(r)and sweetcorn

Q1. What must be the last sound of the first word for Intrusive-R to appear?

Advice on transcribing word-final r

– Words ending in *r*:

– isolated: **not shown**. E. g. *more* /mɔː/.

– followed by a consonant: **not shown**. E. g. *more funny* /'mɔː 'fʌni/.

– followed by a vowel (Linking-R): **shown**. E. g. *more ice* /'mɔːr 'aɪs/.

– Words not ending in *r* but optionally receiving Intrusive-R: **shown as /...(r).../**.

E. g. *saw us* /'sɔː(r) əs/

<HW>Exercise 4.5. Identification: R pronounced or silent?

Task 1. Circle those *R*'s which are pronounced. Underline those *R*'s which are dropped.

Write (r) where Intrusive-R may appear.

Note. The word *iron* is exceptionally /'aɪən/.

1. President Carter delivered a tiring lecture.
2. Noah and Margaret aren't married.
3. Julia impressed Mr. Archer with her manners.
4. The girls were ironing their skirts at three o'clock.
5. Draw up a list of words occurring in the story.
6. The article referred to the author's bitter irony.
7. Our visa expired more than a year ago.
8. There are several litres of cider in the cellar.
9. The law is very strict.
10. Our uncle Herbert travels to Zambia every February.

***Task 2.** Transcribe the sentences.

Exercise 4.6. Pre-R Breaking

This rule affects tense vowels only. They automatically become „broken” before R. Each plain-tense vowel has its broken-tense counterpart:

Plain-Tense:	i: cheek	u: moon	eɪ lazy	oʊ bone	aɪ fine	aʊ south
Broken-Tense:	ɪə cheer	ʊə poor	eə Mary	ɔ: bore	aɪə fire	aʊə sour

All stressed vowels below are tense. Circle the letter (or digraph) representing the stressed vowel and write its transcription symbol above it. Then underline words with a broken vowel.

Albanian boar boat boorish cape care colonial community
 dubious during easy Europe Euston explode explore fire
 foolish furious glory groaning here hour Hungarian
 loud pony previous repair retain roaring scene security
 serious shine tuning tutorial type tyre weary

Q1. Does it matter for Breaking whether the R is pronounced or silent?

Q2. Breaking does not happen in cases like the following. Specify the reason.

keyring, showroom, tearoom, rerun, derail, new road, pay rise, etc.

Note 1. The /ʊə/ from Breaking (in *poor, cure*) is often pronounced /ɔ:/.

Note 2. /ɔ:/ functions as **Lax** when spelt **o** followed by CC (*form, organ*), but **tense** when followed by VC (*more, forum, Gloria*), or when spelt **oar** (*boar*).

Exercise 4.7. Pre-R Broadening

This rule affects lax vowels only. There are only three broad vowels. The usual spellings:

a + r → /ɑ:/ **o** + r and **wa** + r → /ɔ:/ **e, i, u** + r and **wo** + r → /ɜ:/

The underlined vowel is one of the three “broad” vowels. Write the symbol above it:

herb, artery, formula, preferred, affirm, stork, nor, urban,
 marvellous, recursive, word, orthodox, hermit, pearl, catarrh,
 permanent, guitar, warm, worm, heart, stirred, quarter.

Q1. Is the *r* pronounced or silent in these examples for Pre-R Broadening?

Q2. Compare *hand* and *hard*. How many sound segments do they consist of? Why is *hard* not shorter in pronunciation than *hand*?

***<HW> Exercise 4.8. Transcribe:**

Queen Elizabeth – William Shakespeare – Arthur Miller – Margaret Thatcher – Oscar Wilde
 – Bernard Shaw – Charles Dickens – Eugene O’Neill – Winston Churchill – Abraham Lin-
 coln – Paul McCartney – George Gordon Byron – Irvine Welsh – Emily Brontë – Madonna

Exercise 4.9. The “Carrot Rule” (= absence of broadening)

Observe the data and try to specify why Column 2 is like 1 and not like 3.

Letter	1. Plain-Lax	2. Plain-Lax before R	3. Broad-Lax before R
A	/æ/ hand, cap, animal	/æ/ carrot, baron, Paradise	/ɑ:/ hard, car, Parliament
O	/ɒ/ lost, hot, opera	/ɒ/ sorry, moral, coroner	/ɔ:/ port, nor, orthodox
E	/e/ bend, ten, elephant	/e/ merry, very, serenade	/ɜ:/ term, her, permanent
I=Y	/ɪ/ fist, big, similar	/ɪ/ mirror, spirit, pyramid	/ɜ:/ girl, fir, virtue
U	/ʌ/ dust, fun, muscular	/ʌ/ hurry, current, courage	/ɜ:/ hurt, fur, surgery

<HW>Exercise 4.10. Structure dependence of the “Carrot Rule”

All words below have a **lax** stressed vowel plus /r/ plus another vowel (“VRV”)

Copy the table in large format. Fill in the words, writing the vowel symbol before each word, and # or + between stem and suffix (if there is one).

Plain-lax before R in unsuffixed words		Broad-Lax before R (Carrot Rule suspended)
/æ/ marry	/æ/ barbar+ic	/ɑ:/ starr#y
...

marry, starr_y, barbar_{ic}, carr_{iage}, barr_{ing}, barr_{en}, furr_y, hurr_y, hysterr_{ical}, sterr_{er}, sterr_{up}, mirr_{or}, herr_{ing}, preferr_{ing}, sever_{ity}, occurr_{ing}, occurr_{ence}, err_{or}, histor_{ic}, scarrr_{ed}, worr_y, Arr_{ab}, purrr_{ing}, euphor_{ic}, bur_y, sorr_{ow}, Amer_{ica}, polar_{ity}, deterr_{ing}

<HW> Exercise 4.11. Summary of R-influence

Copy the table and fill it in.

	Vowel Symbol	Tense or lax	Long or short	R-influence	Which kind of R-influence
dair _y	/eə/	Tense	Long	Yes	Breaking (exceptionless)
carrr _{ot}	/æ/	Lax	Short	No	“Carrot-Rule”
Arrth _{ur}	/ɑ:/	Lax	Long	Yes	Broadening

Par_{is}, ar_{ea}, exper_{iment}, exper_{ience}, imperr_{inent}, farrr_{er}, minor_{ity}, starr_{ing}, Glor_{ia}, purrr_{itan}, Syrr_{ia}, her_o, her_oine, merrr_{chant}, tourrr_{ist}, berrr_y, guitarrr_{ist}, currr_{ain}

LESSON 5

Exercise 5.1. Sound contrasts (Minimal pairs) /oʊ – ɔ:/

(1) /oʊ/ so woke coat whole boat cold toll prone low
/ɔ:/ saw walk caught hall bought called tall prawn law

(2) The same, with silent *r* after /ɔ: /

/oʊ/ oh show poke explode potion quota load odour
/ɔ:/ or shore pork explored portion quarter lord order

(3) /ɔ: / forks dawn sworn wars stalk port roared nought
/ɒ / fox don swan was stock pot rod not

(4) /ɔ: / dawn stalk court corpse born
/ɒ / don stock cot cops Bonn (Germany)
/ɑ: / darn stark cart carps barn
/ʌ / done stuck cut cups bun

<HW> Exercise 5.2. Multiple spellings of /ɔ:/

The stressed vowels below are all pronounced exactly the same /ɔ:/ in BrE. Transcribe the words, then group them into columns according to the spelling of this sound.

law, fought, lord, halt, Victoria, taught, alter, source, raw, instalment, short, launch, water!!, board, Maugham, floor, pour, straw, roaring, course, sauce, George, mourn, thought, quarter, door, appalling, author, reporter, fall, cause, wore, broad (!), nought, warm, war, force, explorer, Paul, Laura, form, thaw, hoarse, horse, Sean, your

*<HW> Exercise 5.3. The LOVE-words

There are about 50 words in English where the letter O is pronounced /ʌ/. The list below is fairly complete. Group the words in columns according to the letter that stands **after the O**.

above, accomplish, among, borough, brother, colour, (be-)come, comfort(-able), company, compass, confront, (re-, dis-)cover, covet, done, dove, dozen, front, frontier, glove, govern(-ment), honey, London, money, monetary, mongrel, monk, monkey, month, Monday, mother, none, nothing, onion, oven, shove, shovel, slovenly, other, some, somersault, one, once, son, songe, stomach, thorough, ton, tongue, love, won, wonder, worry.

Exercise 5.4. Standard values of Stressed Single Vowel-Letters

Each single vowel-letter has four standard sound-values: tense and lax; both may be plain, or influenced by a following *R* (through Breaking or Broadening).

Letter	T E N S E V A L U E S				L A X V A L U E S			
	1 Plain-Tense		2 Broken-Tense		3 Plain-Lax		4 Broad-Lax	
A	/eɪ/	cape range bacon	/eə/	care parents Mary	/æ/	cap animal carry	/ɑ:/	car barber starry
E	/i:/	scene even previous	/ɪə/	here material hero	/e/	yes letter very	/ɜ:/	term service her
I = Y	/aɪ/	five kind typist	/aɪə/	fire admiring tyre	/ɪ/	hit myth mirror	/ɜ:/	sir myrtle affirm
O	/oʊ/	home post ocean	/ɔ:/	store glory forum	/ɒ/	job gone orange	/ɔ:/	nor horse orchestra
U	/ju:/	cube music	/jʊə/	cure during	/ʌ/	cup punish	/ɜ:/	turn occur
	/u:/	June	/ʊə/	insurance		hurry		surface

- Q1. Which column is identical with the alphabetical names of the letters?
 Q2. Which vowel-letter has only three different standard values?
 Q3. Which vowel-letter has six different standard values? What is this due to?
 Q4. Which English vowels are absent from the table (i.e. are never spelt with single vowel-letters, at least not regularly)?

Exercise 5.5. Identification

Identify the sound value of each underlined letter by writing the numbers 1 to 4 above them. The first few have been done for you:

1 3 2 4
 lazy, children, bureau, organ, cynic, severe, birth, purify,
 captain, terrier, crucifix, further, reply, possible, ivory,
 egg, spare, litter, notorious, bungalow, lyrical, cathedral,
 wore, marvellous, unit, tiring, permanent, symphonic, sober,
 requirement, burglar, rarely.

Exercise 5.6. Palatalization

Fill in the phonetic symbols:

close ~ clo <u>s</u> ure	/...../ ~ /...../	press ~ press <u>u</u> re	/...../ ~ /...../
impress ~ impress <u>i</u> on	/...../ ~ /...../	revise ~ revis <u>i</u> on	/...../ ~ /...../
rite ~ rit <u>u</u> al	/...../ ~ /...../	grade ~ grad <u>u</u> al	/...../ ~ /...../
invent ~ invent <u>i</u> on	/...../ ~ /...../	decorate ~ decorat <u>i</u> on	/...../ ~ /...../
sex ~ sex <u>u</u> al	/...../ ~ /...../	tempest ~ tempest <u>u</u> ous	/...../ ~ /...../
grand ~ grand <u>e</u> ur	/...../ ~ /...../	erase ~ eras <u>e</u> ure	/...../ ~ /...../
nat <u>i</u> ve ~ nat <u>u</u> re	/...../ ~ /...../	us <u>a</u> ge ~ us <u>u</u> al	/...../ ~ /...../
part ~ part <u>i</u> al	/...../ ~ /...../	Christ ~ Christ <u>i</u> an	/...../ ~ /...../

Q1. What type of consonant is the input to Palatalization? And the output?

Q2. What causes the palatalization? What can happen then to this triggering segment?

Q3. Observe the behaviour of /t/: what does it become and when?

Note. Palatalization is optional in less frequent words: *bestial* is /'bestiəl/ (but AmE /'bestʃəl/).**Exercise 5.7. Yod-Dropping**

The complex vowel /ju:/ (and its modifications) may lose the /j/ in certain environments.

Spelling	Yod-ful /ju: jʊə ju jʊ jə/	Yod-less /u: ʊə u ʊ ə/
oo, ou, o	NOT POSSIBLE (exc. <i>Houston</i>)	moon /u:/ lose /u:/ poor /ʊə/ tourist /ʊə/
u, ue, ui, eu, ew	cube /ju:/ cure /jʊə/ feudal /ju:/ stimulate /jʊ/~jə/	rule /u:/ chew /u:/ jury /ʊə/ situation /u/

When the spelling has *u*, *ue*, *ui*, or *eu*, *ew*, the “yod-ful” pronunciation is normal; but in certain cases (black framed box) the /j/ gets dropped, obligatorily or optionally.Write on the dotted line the consonants that stand *before* the underlined letters.

O b l i g a t o r y Y o d - D r o p p i n g			O p t i o n a l Y o d - D r o p p i n g	
(a).....	(b).....	(c).....	(d).....	(e).....
ins <u>u</u> rance	ru <u>b</u> y	bl <u>u</u> e = bl <u>e</u> w	lu <u>k</u> ewarm	su <u>p</u> er
clo <u>s</u> ure	br <u>u</u> tal	incl <u>u</u> de	ill <u>u</u> minate	su <u>i</u> cide
ch <u>e</u> w	recru <u>t</u>	pl <u>u</u> ral	revolu <u>t</u> ion	presu <u>m</u> e
matu <u>r</u> e	rheumatism	afflu <u>e</u> nt	le <u>w</u> d	su <u>i</u> t
ju <u>i</u> ce	Andrew	agglu <u>t</u> inate	pollu <u>t</u> ed	Ze <u>s</u>
parachu <u>t</u> e	Peru <u>v</u> ian	influe <u>n</u> ce	solu <u>t</u> ion	exu <u>b</u> erant

Note. In AmE Yod-Dropping applies – beyond those in BrE – after all coronals: /t d n l s z θ/.
AmE has yodless /u:/ in *tune*, *duty*, *new*, *enthusiasm*, *illuminate*, *suit*, *presume*.

Q1. Yod-Dropping is forbidden (the /j/ must be pronounced) in the words below. What blocks the application of Yod-Dropping? (Here even AmE has /j/ after /l, n/.)

value, soluble, prelude, menu, monument, insulation, consulate, Jesuit

Q2. Compare Palatalization (Ex.5.6) with Yod-Dropping. Which feeds which?

Tuesday BrE /tju- ~ ʃju:-/, AmE /tu:/ *educate* BrE=AmE /edju- ~ edʒu-/

<HW>Exercise 5.8. Identification Test

Copy the table in large format. Write each word into the appropriate column.

judo, goulash, neuter, assume, minute (adj!), dilute, dew, Munich, rubric, puberty, solution, move, Arthurian, souvenir, fusion, module, capsule, include, cubic, purify, tomb, duplicate, rural, Hercules, during, jury, sinew, bureau, threw, tourist, Europe, coupon, venue, intuitive, queue, Houston (in Texas), Neptune, manoeuvre.

BrE:	/j/ pronounced	/j/ pronounced	/j/ optional	/j/ dropped	Yodless
AmE:	/j/ pronounced	/j/ dropped	/j/ dropped	/j/ dropped	
	<i>cube</i>	<i>tune</i>	<i>suit</i>	<i>June</i>	<i>moon</i>

*<HW> Exercise 5.9. Transcribe:

- Hud's dog loves hot buns.
- Not everyone got up at half past one.
- Bob mustn't answer such rubbish.
- John's brother can't dance.
- The boxing club is far from London.
- Somebody wanted to borrow Oliver's comfortable car.
- Aunt Molly comes after lunch.
- Lots of young foreigners stop at this pub.
- Top quality glass jugs cost a hundred dollars.

Now copy this table in large, filling in the words which have /v, ʌ, ɑ:/, according to their letter-to-sound correspondences:

	Spelt with O	Spelt with U	Spelt with A	Other spellings
/v/	dog...	...	...	...
/ʌ/	...	bun...	...	...
/ɑ:/			half...	...

Which letter-to-sound correspondences seem to be regular or frequent?

LESSON 6

Exercise 6.1. Sound contrasts (Minimal pairs) /s – θ/, /d – ð/

(1) /s/ sin some sort seem miss force mouse tense Essex useful
/θ/ thin thumb thought theme myth fourth mouth tenth ethics youthful

(2) /d/ day dough dare disarm load sudden larder Ida udder
/ð/ they though there this arm loathe southern lather either other

(3) /d/ I played a song we planned a show I used a knife we killed a rat we doubt it
/ð/ I play the song we plan the show I use the knife we kill the rat without it

(4) /d/ laid breed tide bade booted —
/ð/ lathe breathe tith bathe booth with
/z/ laze breeze ties bays booze whiz

Note. Beginners and children often confuse /θ/ with /f/, and /ð/ with /v/; this also happens in some dialects, e.g. “nuffin” (= nothing), “bovver” (= bother), “nuvva” (= another).

Exercise 6.2. English consonants: place and manner

Manner		P l a c e						
		Bilabial	Labio-dental	Dental	Alveolar	Palatal	Velar	Glottal
Obstruents	Stops	p b			t d		k g	[ʔ]
	Fricatives		f v	θ ð	s z	ʃ ʒ		h
	Affricates					tʃ dʒ		
Sonorants	Nasals	m			n		ŋ	
	Liquids				l	r		
	Glides	(w)				j	w	

- Where consonants appear in pairs, the first is voiceless, the second voiced.
- The consonants in the framed area (/s z ʃ ʒ tʃ dʒ/) are called **sibilants**.
- The glottal stop [ʔ] occurs only as an allophone of /t/, e.g. *Scotland* → *Sco'land* ['skɒʔlənd].
- The (w) in brackets shows the secondary place of articulation of the labio-velar glide /w/.
- Dental, Alveolar and Palatal consonants are also called „Coronal”.

Task 1. Using the table above, give the transcription symbol of these English consonants:

voiced alveolar fricative velar nasal voiced dental fricative
palatal glide glottal fricative voiceless palatal affricate
voiceless bilabial stop labio-velar glide bilabial nasal

***Task 2.** Make a list of those English consonants which don't exist in your mother tongue. What do learners of English usually replace them with?

<HW>Exercise 6.3. Pronunciation of the -ED suffix

1. Write a list of the -ED suffixed form of the verbs below in **spelling** and in **transcription**.
2. Copy the table in large and enter the verbs (in spelling only) in the appropriate box.
(The first three have been entered to help you.)

Spelling changes	Pronunciation of -ED		
	/-d/	/-t/	/-ɪd/
no change	<i>seemed</i>		
-e drops bef. -ed		<i>liked</i>	
-C doubled			<i>nodded</i>
-y → -i-			

seem, like, nod, bathe, cajole, cancel, care, chat, control, cough, dance, defy, develop, embed, engulf, enjoy, enrage, finish, greet, happen, head, help, interfere, interview, marry, note, occur, omit, panic, parody, precede, prefer, press, promise, sketch, slap, smear, stab, trek, trim, unearth, veto, vomit, woo.

Exercise 6.4. Graphic Positions of vowel-letters

- The stressed vowel-letter in these words is in **free position**. Define the free position:

- (a) like, paper, slogan, jury, forum, cipher, bathe
- (b) stable, migrant, cyclist, matron, duplicate
- (c) chaos, ruin, poetry, lie, neon, heroic
- (d) goo, fluu, shee, apply, hii

- In the words below the stressed vowel is in **covered position**. What is this position?

- (e) matter, fence, actor, discuss, schoocking, appe,
party, term, ornament; taxi
- (f) cap, began, star, prefere

Note: Do not confuse the **free or covered** graphic position of a vowel-letter with the phonetic nature (**open or closed**) of the syllable:

- phonetically identical: salad = ballad, filed = mild, to animate = to annotate.
- phonetically different: baked /beɪkt/ ≠ naked /'neɪkɪd/.

Q1. Explain how the free or covered position is ensured in the spelling of these words:

hope, hopes, hoped, hoping, hopeful — stop, stops, stopped, stopping, stopper, unstoppable

Exercise 6.5. Letter-to-Sound: the basic tense/lax choice rules

Rule 1. **Covered Position Rule.** Vowel-letter in **covered** position → lax (*matter, cap*)

Rule 2. **Free Position Rule.** Vowel-letter in **free** position → tense (*cape, stable*)

The two basic rules produce the two thick-framed boxes. (The other two boxes also exist, see later.). The sign Δ means ‘irregular’.

<i>Stressed Single Vowel-letters</i>	Pronounced lax with possible Pre-R Broadening	Pronounced tense with possible Pre-R Breaking
<i>In Covered graphic position</i>	BOX I Rule 1. COVERED-AND-LAX cap, car, ballad, carry...	BOX II COVERED-BUT-TENSE (<i>no rule</i>) Δ angel, child... (<i>40 words</i>)
<i>In Free graphic position</i>	BOX III FREE-BUT-LAX (laxing rules) animal, panic... Δ salad, have... (<i>many irreg.s</i>)	BOX IV Rule 2. FREE-AND-TENSE cape, baby, stable...

Remarks on the consonant-letters following the vowel-letter:

- a combination of **Stop+Liquid** counts as one consonant-letter: *stāBLe, mēTRe*.
- **ph, th, ch, sh** count as one consonant-letter: *hyphen, pathos, Rachel, kosher*.
- **x** counts as two consonant-letters: *taxi*.

The words below follow the two basic rules (Boxes I and IV).

Underline the Rule 2 cases (having a **tense** vowel).

Note. The stressed vowels have their standard pronunciations, as given in Ex.5.4.

anthem, baked, better, blue, boring, bottom, car, carrot, children, Columbus, donkey, dying, ether, freckles, fudge, grateful, hat, hi, hyphen, intervene, intervention, lion, medium, mermaid, metre, minus, mixer, more, mustard, myth, nipple, noble, nudist, ornament, pardon, pathos, preceding, pulse, reliable, Satan, scruple, sentiment, sit, sitting, size, soda, sorry, Spartan, stir, stirring, suckling, topple, Trojan, tyrant, urban

*<HW>Transcribe these words.

***Exercise 6.6. Free-and-tense**

The tenseness of a vowel can be shown by a “macron” (= length mark) above it.

Here is a random list of regular words (Rule 2: free position → tense vowel). Pronounce:

lātest, cōlon, Cȳprus, brūtal, vīa, Europēan, Lūther, nōtable, cȳclone, īvy, canāry, sēnior, apprōp̄riate, tūtor, bāthe, stōic, wīfī, vēto, nās̄al, līcence, archāic, flūte, Tīgris, %plēnary, chōrus, rūler, tōe, trōphy, māple, stōve, sābre, grācious, Swēden, Ādrian, ītem, dūal, Dānish, sīzable, Pōlish, pūma, sō, vēlar, spīral, lōcal, dūplicate, glōrious

<HW>Exercise 6.7. Covered-but-tense

All words below have their stressed vowel-letter in **covered** graphic position. However, some are irregularly tense (Box II).

Transcribe the words, then make two columns, Rule 1 (regular) and Box II (irregular).

anger, both, ancient, lost, won't, danger, list, only, bomb, paste, mind, cloth, farce, scarce, gross, boss, wind (n.), wind (v.), Hastings, stubble, pint, ghost, sign, signal, bass, signing, rind, ruthless, pasta, comb, broth, hint, Christ, pastry, plumber, grind, Ruth, flight, kindred, alignment

<HW>Exercise 6.8. Summary

The words below either follow the two basic letter-to-sound rules (Cov. Pos. Rule, Free Pos. Rule), or are irregular (Box II) in defiance of the Cov. Pos. Rule. *Copy the table and fill it in.*

Word	Trnscr. symbol	Vowel length	Graph. pos.	Tns/Lax value	R-influence	Rule
p <u>ap</u> er	/eɪ/	long	free	tense	—	Free Pos. Rule
d <u>o</u> g	/ɒ/	short	cov.	lax	—	Cov. Pos. Rule
p <u>o</u> st	/oʊ/	long	cov.	tense	—	irreg. (Box II)
st <u>o</u> rm	/ɔː/	long	cov.	lax	broadening	Cov. Pos. Rule

like, park, imperial, apron, mirror, bathe, supple, child, Wales, truant, interpolate, interrogate, funny, occurred, boring, range, duplicate, prefer, truth, sorry, era, vanilla, silent, Sarah.

***<HW> Exercise 6.9. Text in transcription.**

Copy this text in transcription. Read it aloud to yourself several times. Note especially the function words which have their "weak form" (reduced to /ə/ or no vowel).

/ði ˌɪntəˈnæʃnəl fəˈnetɪk ˈælfəbet || ɔːr ˌaɪpiˈeɪ fə ˈʃɔːt || ɪz ən ˈekslənt
 ˈtuːl tə ˈʃoʊ ðə segˈmentl ˈbɪldɪŋ əv ˈwɜːdz || ʌnˈfɔːʃnətli its ˈnɒt ˈeɪbl tə
 ˈpɪmpɔɪnt ðə ˈmeɪn ˈdɪfrənsɪz bɪˈtwiːn ðə prəˌnɑːnsiˈeɪʃnz əv ˈɪŋɡlɪʃ n ðə
 ˈlɜːnɪz ˈmʌðə tʌŋ || ðə ˈprɒbləm ˈɪz ðæt ɪt ˌreprɪˈzents sm ˈpɜːfɪktli ˈiːzi
 ən fəˈmɪliə ˈsaʊndz wɪð ˌɑːtɪˈfɪʃli kriˈeɪtɪd ˈsɪmblz ən ˈvaɪsi ˈvɜːsə /

Q1. Observe: stress marks; unstressed /ɪ~i/; syllabic consonants.

LESSON 7

Exercise 7.1. Sound contrasts (Minimal pairs) /v – w/ and /n – ŋ/

- (1) /v/ verse veal via vine veil vest viper invite
 /w/ worse wheel wire wine whale west wiper in white

Task 1. Circle the letters which represent /w/ (there is not much regularity here)

swear, answer, queen, snow, advice, sandwich, clique, sword,
 two, swore, request, whore, liquid, who, guinea, persuade,
 disguise, conquer, language, woo, liquor, vine, overwhelming,
 jaguar, suite, vowel, reward, Greenwich

- (2) /n/ sin kin son ban thin wind hand Ron
 /ŋ/ sing king sung bang thing winged hanged wrong
 /ŋk/ sink kink sunk bank think

Task 2. Consider these words or phrases with -ng- in their spelling. Copy them in two columns, /ŋ/ and /ŋg/. Insert the boundary symbol # where appropriate. Specify the rule:

anger, hungry, slang, slang expression, English, sing, sing it, singer, singing, single,
 tangy, jungle, strongly, language, youngish, mango, lungs, hanged, hang up, singular,
 King Arthur, coat-hanger, belonged, wings, bingo, drawings, linger.

Q1. Consider the comparison (-er, -est forms) of *long*, *young*, *strong*, all with /ŋg/. What explanation can you find for this?

Exercise 7.2. Letter-to-sound rules: the Tense/Lax Choice Rules

- If the vowel-letter is in covered position:

Rule 1 Covered Position Rule (“if covered, then lax”: *căp*) BOX.....

- If the vowel-letter is in free position:

Rule 2 Free Position Rule (“if free, then tense”: *cāpe*)

Rule 3 Free *u* is non-laxable (*fūneral*)

Rule 4 Pr evocalic vowels are non-laxable (*herōic*)

The Free position Laxing rules:

Rule 5 Trisyllabic Laxing (*grăvity*)

Rule 6 Laxing by Ending (*tōnic*)

Rule 7 Laxing by Free *u* (*grădual*)

Rule 8 CiV Laxing (affects *ĭ* only: *revĭsion*)

Tensing rule:

Rule 9 CiV Tensing (*Canādian*)

Task. Write after each Rule the number of the box (from Ex.6.5.) where its output belongs. One box will remain unmentioned – which one, and why?

<HW>Exercise 7.3. Free U is non-laxable

Rule 3. Free-position U is non-laxable (Cf. Ex.3.6/a).

Circle the words in which U is *tense*, then group them in columns according to the pronunciation of the stressed U (consider *Breaking, Broadening, Yod-Dropping* too).

Note. There are four irregular words where U has the “wrong” tense/lax value. Mark them with a Δ sign.

Free position → TENSE				Covered position → LAX	
/ju:/	/u:/	/jʊə/	/ʊə/	/ʌ/	/ɜ:/

Hugo, autumnal, mature, study, studio, Cupud, puberty, punish, Prussian, curry,
 lucrative, prudent, curious, Columbus, nuidity, fecundity, absurd, cubicle, public, Punic,
 voluminous, purchase, tundra, puritan, lubricant, occurrance, ruthless, muscular,
 excursion, dupulicate, rural, luscious, subdue, enumerate, spurn, universe, turban, unit.

<HW>Exercise 7.4. Prevocalic Vowels

Rule 4. A stressed vowel before another vowel is always tense.

Circle the *stressed* vowel, then transcribe the words. Circle it in your transcription too.

neon, variety, allowing, heroic, player, fluid, prosaic,
 lower, poetry, skiing, vowel, Jewish, flying, nuance,
 co-op, Noah, bias, continuity, European

- **Unstressed** prevocalic vowels are weak /ɪ~i/, /ʊ~u/, but never /ə/!

Circle the *unstressed* prevocalic vowel, then transcribe the words. Circle it in your transcription too. – We recommend using /i/ and /u/ (High Vowel Tensing).

previous, annual, radio, intuition, nauseate, tortuous,
 sociology, ritual, lenient, fluctuate, video, creation,
 affluent, hideous, happiest, oceanic, virtuosity, manual,
 radiance, curiosity, varying, variation

Exercise 7.5. Laxing by Ending

Rule 6. Certain endings cause the stressed vowel to be lax.

One-syllable endings: **-ic, -id, -ish** (n, v), **-et/-it**, e.g. *panic, valid, finish, visit*
 (but not #ish (adj): *Swed#ish, styl#ish*)

Two-syllable endings: **-ity, -ify, -itude, -ular, -uous** etc.
 (but not *-ian, -ious*, etc. causing CiV tensing!)

The following words all have a lax stressed vowel due to some ending. Circle the ending itself. Write above the stressed vowel its phonetic symbol:

valid, parish, ratify, tonic, comet, insanity, limit, abolish,
 similitude, rigid, fabric, habit, blemish, petrify, solid,
 incredible, edit, cynical, credit, metric

***Exercise 7.6. Regularly tense vowel-letters before non-laxing endings**

Remember that not all endings cause laxness; the ones below do not.

Pronounce the words: they all obey the Free Position Rule, their stressed vowel is tense.

-al/-ar: fátal, lēgal, spīral, tōtal, brūtal, rīval, ōval, lūnar, sōlar, vēlar, pōlar

-an/en/on: Sātan, tītan, stōlen, Dāmon, hŷphen, Ēden, dēmon, horīzon, Āvon

-ant/ent: vācant, rēgent, hŷdrant, mōment, stūdent, mīgrant, rōdent, āgent

-ance/ancy/ence/ency: frāgrance, vālency, crēdence, pōtency, prūdence, līcence

-er/or: crāter, cēdar, tīger, mōlar, mīnor, tūtor, dōnor, misnōmer, Hōmer

-ish (adj.): slāvish, Dānish, Swēdish, stylish, pōpish, brūtish, Īrish

-able: cāpable, advīsale, nōtable, ūsable, amēnable, descrībable

-ary/ery/ory: bākery, scēnery, brībery, lībrary, advīsory, nōtary

-is/os/us: bāsis, thēsis, crīsis, neurōsis, pāthos, mīnus, bōnus, hūmus, Cŷprus, kūdos, Īris

-y: hāzy, quēry, tīny, inquīry, cōsy, rūby, jūry, zāny, pōny

-a: arōma, salīva, Cūba, diplōma, quōta, ēra, Sārah, Īda

-o: hēro, jūdo, hālo, bīro, tornādo, phōto, potāto, volcāno (+AmE tomāto)

Exercise 7.7. Laxing/Tensing by CiV, laxing by Free U

Rule 7. An unstressed free u laxes the preceding stressed vowel (except U).

Laxing in: *grādual, ménu* but not in *úsual, cúmulate*, or in *bónus, státus*

Rule 8. An unstressed prevocalic i (= CiV) laxes the preceding stressed i. (Ex. 2.3.)

Rule 9. The same CiV tenses the other vowels. (Ex. 2.3 and 3.6/b.)

Laxing in: *revision, religious*, but tensing in *invásion, atrócious, déviant*

Summary Table:

Stressed vowel in free pos.	Followed by	
	CiV	Cu _{free}
U	TENSE: ūnion /ju:/ Rules 3 & 9	TENSE: ūsual /ju:/ Rule 3
A E O	TENSE: mānia /e/ mēdium /i/ phōbia /oo/ Rule 9	LAX: gradual /æ/ menu /e/ module /ɒ/ Rule 7
I=Y	LAX: revisi <u>i</u> n /i/ Rule 8	LAX: visu <u>a</u> l /i/ Rule 7

Task 1. In these words the free-position stressed vowel is followed by CiV. (Here /ɔ:/ counts as tense!) Copy the table in large. Enter the words (in spelling) in the appropriate box.

alien, ambitious, appropriate, aquarium, atrocious, completion, curious, Cypriot, Demetrius, expedition, glorious, Hungarian, immediate, infuriate, initial, interior, junior, mania, medium, opium, peculiar, ratio, region, religious, revision, senior, Syria, tutorial, union, various

Letter	Pronounced tense	Pronounced lax
A	<u>a</u> lien	
E		
I=Y		ambit <u>i</u> ous
O		
U		

Task 2. Copy the table again, now filling in the “C-plus-free-U” words:

accumulate, continue, copula, figure, genuine, gradual, menu, module, mutual, schedule, statue, usual, value, visual

<HW>Exercise 7.8. Trisyllabic Laxness and CiV-rules compared

Transcribe these words and make two columns according to whether their stressed vowel is tense or lax. Explain why. Refer to the Summary Table in Ex.7.7.

médiate, méditate, assóciate, exónerate, Babylónian, cosmopólitán, expérience, expéri-
ment, affiliate, elíminate, repúdiate, rejúvenate, lénient, pénitent, irrádiate, erádicate,
impériatal, impériative, únion, únity, Bolívtian, polítical

***<HW>Exercise 7.9.** Palatalization (revision)

Circle those underlined consonants that are palatalized. Explain why.

passive - passion

partial - particle

television - comparision

impetus - impetuous

controversial - universal

patient - patent

officer - official

statue - status

conscience - science

exhaustive - exhaustion

precise - precious

adulate - adumbate

***<HW> Exercise 7.10.** Transcribe:

Plato – Aristotle – Virgil – Julius Caesar – Cervantes – Chekhov – Mozart – Beethoven –
Tchaikovsky – Debussy – Galileo – Leonardo – Michelangelo – Van Gogh – Luther –
Munich – Copenhagen – Moscow – Stockholm – Milan – Athens – Singapore – Japan

LESSON 8

*Exercise 8.1. Sound contrasts (Minimal pairs) voiceless–voiced

(1) Final /s/ ↔ /z/ (as part of word)

/s/	rice	face	course	advice	close (a.)	cease	the house is
/z/	rise	phase	cause	advise	close (v.)	seize	the houses

(2) Final /s/ (as part of word) ↔ /z/ (as suffix)

/s/	place	fierce	peace	cease	teach us	once	niece	tense
/z/	plays	fears	peas	sees	teachers	ones	knees	tens

(3) Other final voiceless ↔ voiced oppositions

[– voice]	cap	set	tripe	seat	pick	rich	staff	leak
[+ voice]	cab	said	tribe	seed	pig	ridge	starve	league

(4) Final clusters, voiceless ↔ voiced

[– voice]	docks	bets	caps	tents	wax	wife's	lacked	staffed	ceased
[+ voice]	dogs	beds	cabs	tends	wags	wives	lagged	starved	seized

(5) she rode	fre <u>q</u> uently	a ca <u>b</u> for you	a wide crack	the dog disappeared
she wrote	fre <u>q</u> uently	a ca <u>p</u> for you	a white crack	the do <u>ck</u> disappeared

No voice-assimilation in English!

ma <u>ch</u> box	li <u>f</u> e-jacket	sto <u>p</u> gap	ga <u>s</u> bill	thi <u>s</u> joke
u <u>p</u> grade	swi <u>t</u> chboard	ane <u>c</u> dote	ice <u>b</u> erg	po <u>p</u> group
dis <u>g</u> usting	sto <u>c</u> kbroker	half- <u>b</u> lood	fre <u>s</u> h bread	tha <u>t</u> guy

*<HW>Exercise 8.2. Revision: regularly lax vowel-letters

In the following words the stressed vowel-letter is regularly lax. Group the words into columns according to the reason for the laxness. Do not transcribe.

Note. If two or more rules are available, use the more general one (i.e. the one higher up in the rule list Ex.7.2.)

penny, poverty, abolish, amber, vicious, far, fabric, luxury, cemetry, petition, habit,
 blurred, diplomat, Samuel, posture, blemish, rum, continue, petrify, incredible, solid,
 Arthur, vacuum, mystery, affiliate, current, liberal.

<HW>Exercise 8.3. Revision: regularly tense or lax vowel-letters

In each word below the stressed vowel-letter is pronounced regularly. Copy the table and fill it in.

	Graph. posit.	Tense or Lax	R-infl.	Phon. symbol	Rules
<u>u</u> n <u>i</u> t	free	tense	—	/jʊ:/	Free Pos. (<i>-it</i> does not affect <i>u</i>)
tr <u>i</u> v <u>i</u> al	free	lax	—	/ɪ/	CiV laxing
<u>a</u> rt <u>i</u> st	cov.	lax	broad.	/ɑ:/	Cov. Pos. + Pre-R Broad.

Polish (adj.), polish (v.), distant, hydrant, Venus, venue, sentiment, regiment, ornament, sacrament, attic, fabric, rubric, rustic, modal, claret, verify, purify, stable, establish, casal, mutual, parody, parents, harmony, library, variant, duplicate, chaos, probe

<HW>Exercise 8.4. Marking word stress

Transcribe the following words, marking all primary and secondary stresses, then answer the questions.

reform, reformation, an object, to object, Japan, Japanese, anarchy, anarchic, Europe, European, advantage, advantageous, economy, economic, develop, development, recognize, recognition, horizon, horizontal, continue, continuity, continuation, represent, representative, representation, vegetable, vegetative, vegetarian.

Q1. When and where do secondary stresses appear?

Q2. How does the primary stress usually move when a derivational suffix is added?

Q3. We have been using two equivalent ways of marking primary and secondary stress:

in transcription: /ædmə'reɪʃn/ = in spelling: àdmirátion

What other methods of stress marking have you met?

Exercise 8.5. Degrees of word stress

1 primary stress — 2 secondary stress

3 tertiary stress = strong-unstressed syllable (vowel not reduced)

0 zero stress = weak/reduced vowel; or final /-i/; or the /ɪ/ in *-es*, *-ed*, *-ing*, *-ic*

Write above each vowel-letter the stress degree of the syllable.

3 1 0 0 1 0 3 2 0 1 0 2 0 1 0 0 1 3 2 1
activity, decorate, decoration, biological, armchair, sardine

observation, present(n), present(v), parody, myself, tattoo,

colleague, personality, horizon, horizontal, particle, follow,

particular, vegetable, progress(n), continue, analysis, naked,

decorated, event, postman, trio, accommodate, cigar, bookshop.

Exercise 8.6. Secondary stress in derived words

Observe the place of 2ry stress in the derived words.

Type A

jústify	/ˈdʒʌstɪfaɪ/	—	jùstificátion	/ˌdʒʌstɪfɪˈkeɪʃn/
pósitive	/ˈpɒzətɪv/	—	pòsitivístic	/ˌpɒzətɪˈvɪstɪk/
irrégular	/ɪˈregjələ/	—	irrègulárity	/ɪˌregjuˈlærəti/
assóciate	/əˈsəʊsiət/	—	assòciátion	/əˌsəʊsiˈeɪʃn/

Type B

refórm	/rɪˈfɔ:m/	—	rèformátion	/ˌrefəˈmeɪʃn/
académý	/əˈkædəmi/	—	àcadémic	/ˌækəˈdemɪk/

Type A is “**Preserved** 2ry stress”; Type B is “**Shifted** 2ry stress”.

Q1. Discuss Type B: why is the 2ry stress not where the 1ry used to be?

Task 1. Put an acute accent (´) on top of 1ry stressed vowels, and a grave accent (`) on those 2ry stressed. Underline Type B derived forms. Do not transcribe.

oppose - opposition	dedicate - dedication
character - characteristic	suppose - supposition
democracy - democratic	invisible - invisibility
personify - personification	analysis - analytic
Japan - Japanese	satisfy - satisfaction
continue - continuity	continue - continuation

*<HW>**Task 2.** Write above every syllable the number for its stress degree.

***Exercise 8.7. Self-stressed suffixes**

These take the 1ry stress (the “tonic”) on themselves.

-aire /-eə/	-esce /-es/	-ette /-et/	-ee /-i:/	-eer /-iə/
-ese /-i:z/	-ique /-i:k/	-esque /-esk/	-oon /-u:n/	

Underline the tonic endings. Mark primary stress with an acute accent (´), secondary stress (where applicable) with a grave accent (`). The first one is solved for you:

rèfugée, critique, cassette, questionnaire, Portuguese,
 maroon, volunteer, Romanesque, employee, mountaineering,
 launderette, coalesce, antique, brigadier, picturesque,
 journalese, careerist, platoon, adolescent, millionaire.

Exercise 8.8. "Pre-stressed 1" suffixes

These put the 1ry on the preceding syllable. (Also called "post-tonic" or "stress-fixing".)

(a) **-ic** E.g.: *elást-ic, dramát-ic, histór-ic(al)*

Exc.: Árabic, aríthmetic, ársenic, cátholic, chóleric, héretic, lúnatic, pólitics, rhétoric.
(*But regularly cathól-icism, polít-ical, rhetór-ical*)

(b) **Two-syllable suffixes:**

(b1) General: *+ify (+efy), +ity (+ety), +itude, +itive, +ible, +ular, +ulous*
E.g.: *solíd-ify, simil-itude.*

(b2) Suffixes beginning with Glide-*i* or Glide-*u*

E.g.: *tutór-ial, accusát-ion, intelléct-ual* (**Exc.:** *spírit-ual!*)

(b3) Greek compound elements: *cardió-logy, diá-meter*

Mark 1ry stress with an acute accent. Underline the suffix responsible for stress placement.

accusation, analysis, anatomy, antithesis, biology,
competitive, contagious, Cyrillic, democracy, diameter,
divisible, dramatic, elastic, geography, historic(al),
hypocrisy, intellectual, intuitive, miraculous, molecular,
monopoly, obedience, periphrasis, perpetuate, personality,
philosophy, polygamy, academic, similitude, solidify,
superfluous, telepathy, tetralogy, thermometer, tutorial

<HW>Exercise 8.9. Stress-shift in derivation

The pairs below show stress-shift owing to the addition of a suffix.

Transcribe, then underline the suffix, then circle the words whose 1ry-stressed vowel is tense.

Mark those which have a shifted 2ry stress (Type B in Ex.8.6).

family - familiar

mineral - mineralogy

music - musician

social - society

magnet - magnetic

philosophy - philosophic

Canada - Canadian

physics - physique

abolish - abolition

miracle - miraculous

habit - habitual

manager - managerial

paralysis - paralytic

oppose - opposition

melody - melodious

person - personify

popular - popularity

mechanism - mechanical

cóntext – contextual – contextuality – contextualization

LESSON 9

Exercise 9.1. The stressing of compounds

(a) Initially-stressed compounds (stress pattern: 1...3)

Often spelt as one word, but not always (“invisible compounds”).

bírtday	chéwing gum	bírtday party	unemplóyment problem
bláckboard	pássenger train	Máy Day	ráilway station
nécktie	divórcé law	bráin surgeon	críme wave
mótorway	Régent Street	dréss designer	philósophy course

Reduced compounds (stress pattern: 1...0)

Always spelt as one word. The italicized element is pronounced with schwa!

póstman	nóbody	nécklace	cúpboard	Clápham
Éngland	nónsense	hándsome	fórehead	fórwárd
sáucepan	stráwberrý	Jóhnsón	cómpass	wélcome

(b) Finally-stressed-compounds (stress pattern 2...1)

Always spelt as two words. These are stressed like phrases.

ground flóór	spin dríer	Victoria Státion	iron dóor
Rolls Róyce	past pérfect	Oxford CírCUS	rubber bóots
West Cóast	public schóol	New Yórk	gold médal
Coca Cóla	prime mínister	North Séa	pork chóp

*<HW>Exercise 9.2. Vowel reduction: zero stress

Transcribe these word-pairs. The unstressed vowels normally become reduced, usually to /ə/.

mágic – magícian, dráma – dramátic, cólony – colónial, phótograph – photógraphy, spécial – spécífic, váry – varíety, Sátan – satánic, mélody – melódious, an óbject – to objéct, a présent – to presént, ford – Óxford, yard – víneyard, autúmnał – áutumn, Hungárian – Húngary, acádemy – académic, ádvértise – advértisement, office – official

*Exercise 9.3. Absence of reduction = “tertiary stress”

Sometimes Reduction does not take place: the vowel remains full. Such a syllable is called strong-unstressed or “tertiary-stressed”.

Pronounce the examples. Tertiary stress is shown with **bold-underlining**.

In verbs:

-ate: to gráduate (≠ a gráduate), to assóciate (≠ an assóciate), to médiate (≠ immédiate)

-ize/-ise: críticize, stábilize, fínalize, módernize, récognize, públicize

-ify: inténsify, glórify, únify, ámplify, persónify, also sátisfy

others: to súpplement (≠ a súpplément), anályse, díagnose, cónstitute

In other word-classes:• *in final syllables:*

cáravan, pédigree, párasite, cólleague, róbot, árchive, rábbi, éxpert, récord, próton, páthos, óutrage, mándate, próduct, míssile, týphoid, góulash, kúdos...

• *in initial-pretonic syllables:*

cartoon, cashier, Septémber, dogmátic, orgánic, harmónious, auxiliary, activity, sensátional, chaotíc, biology, locality, passivity, stupidity, neutrality, mortality...

• Final -o, -ow = /oʊ/, and -u, -ue, -ew = /(j)u:/ are never reduced:

júdo, sólo, fólloW, spárroW, wíndoW; ménu, válue, HébreW, síneW, Ándrew...

Q1. How many syllables are there in the verbs listed here? Where is the primary stress?

***Exercise 9.4. Verbs with productive prefixes**

Productive prefixes have clear meaning, and are secondary-stressed. Pronounce:

ùn#páck, ùn#bútton, ùn#surpáss#ed, ùn#récognize#able, ùn#suspéct#ing,
ùp#túrn, òff#sét, òver#láp, òver#shádow, mìs#mánage, mìs#tíme,
mìs#cálculate, mìs#intérpret, òut#wít, òut#númber, rè#submít, rè#vísit,
dè#áctivate, dè#búg, dè#mágnétize, prè#suppóse, prè#sét, ùnder#éstimate

Exercise 9.5. Verbs ending in -CC#

All verbs ending in two consonants are end-stressed. This includes:

- ss, though pronounced /-s/: *impréss*
- rC, where the r is silent in BrE: *repórt*

Pronounce:

accept, adopt, arrest, caress, collect, comprehend, confess, consist, contradict, correspond, defend, demand, embark, erupt, exchange, export, impress, interact, interrupt, offend, possess, prevent, recollect, regress, rehearse, remind, represent, return, select, surpass, suspect

Q1. Comment on the stressing of *harass* in BrE and AmE. Note also *tréspass*, *encómpass*.

***<HW>Exercise 9.6. Noun-Verb homographs**

These have two syllables, and are spelt identically. Their stressing can be of three types:

	Noun-type	Verb-type	Toggle-type
Noun-like stress [1 0]	<i>the stúdy</i> (noun) <i>to stúdy</i> (verb)		<i>the rébel</i> (noun)
Verb-like stress [0 1]		<i>the debáte</i> (noun) <i>to debáte</i> (verb)	<i>to rebél</i> (verb)

Below is a list of the most frequent “Toggle” type noun/verb homographs. Transcribe them in both their functions: first noun, then verb. Group them in two columns according to whether the sounds remain the same (and only the stress moves), or there is a difference in sound too.

abstract, accent, addict, ally, conduct, contract, contrast, convict, digest, escort, export, import, insert, insult, miscount, object, permit, present, produce, progress, project, protest, rebel, record, refuse, rewrite, segment, subject, survey, torment, transfer, transport, upgrade.

Exercise 9.7. Neutral suffixes

These have no influence on the stress of the word. (Nor do they influence the tense or lax value of the stressed vowel, Ex.3.8). Here belong all inflexional suffixes, as well as some productive derivational suffixes:

# (e)s	# er	# less	# ize	# ed	# or
# ful	# ist	# ing	# ness	# able	# ism
# ly	# ment	# ish (adj)	# hood	# y (adj)	

Pronounce:

décorate	rádical	detérmine	pátronize	mércy
décorated	rádically	detérminer	pátronizes	mérciless
décorating	rádicalize	detérminable	pátronizing	mércilessly
décorator	rádicalism	detérminist	pátronizingly	mércilessness
sátisfy	récognize	impérsonate	díagnose	
sátisfying	récognizes	impérsonated	díagnosing	
sátisfiable	récognizing	impérsonator	díagnosable	

<HW>Exercise 9.8. Summary of suffixes and stress – mixed types

*Task 1. Mark 1ry stress with an acute accent (â), 2ry with a grave (à). Underline the suffixes. Mark with * those words where the 1ry-stressed vowel is tense.*

history	person	recognize	dictate
historian	personal	he recognizes	dictator
historic	personify	recognition	dictatorship
historical	personification	recognizing	dictatorial
historically	personality	recognizable	dictated
historicity	personally	recognizably	dictation
colony	analyse	manage	constitute
colonial	analysis	manageable	constituent
colonialism	he analyses	manager	constituency
colonize	two analyses	management	constituted
colonization	analytic	managerial	constitution
colonialistic	analytically	managing	constitutional

educate	economy	technical	office
educated	economist	technique	officer
education	economic	technicality	official
educational	economize	technology	officially
educator	economically	technician	officialdom
educationist	economics	technological	officialese

Task 2. Transcribe the words managerial and technician, and answer these questions:

– Why is the 1ry stress where it is? – Is there a 2ry stress? Why or why not? – Is the 1ry stressed vowel tense or lax? Why? – Is the -i- of the suffix pronounced? Why or why not?

***<HW>Exercise 9.9. Longer regular words**

The following words are all regular, including their stress. Transcribe, taking into consideration all the rules learned so far.

parenthetical, bacterium, perpendicular, volunteering, poverty, remedial, tertiary, capricious, appropriate, punitive, harmonious, victorious, miraculous, superfluous, grammarian, infuriatingly, Pygmalion, to vacillate, perpetual, ammunition, deletion, infatuation, rigidity.

<HW> Exercise 9.10. Hungarian-accent transcription

Below is a Hungarian-accent transcription of the text seen in Ex.6.9. It only uses the letters and sounds of Hungarian, but it is careful and consistent, and can be understood well. *Read aloud, then re-transcribe into IPA; then re-transcribe into ordinary English spelling. (If you don't speak Hungarian, produce a similar transcription in your mother tongue.)*

di intör-NESönöl fö-NETik elföbet || ór ajpí-Éj for sort || iz ön eksz ölönt túl tu
só dö szeg-MENTöl bildap ov vördz || an-FORcsunötli itsz not éböl tu pinpojnt dö
mén difrönsziz bi-TVÍN dö prönanszi-ÉSönz ov inglis end dö lörnörz madör tang
|| dö problöm iz det it repri-ZENTSZ szam pörfiktli izi end fö-Miliör szaundz vid
árti-FISli kri-Étid szimböly end vájszi vörsza.

** If you're interested, here's another system for BrE vowels (more up-to-date than Gimson's):*

The CUBE transcription of English Vowels (Lindsey & Szigetvári)

<i>Checked Vowels (short vowels)</i>	<i>R-Vowels (long monophth.)</i>	<i>Free Vowels (diphthongs)</i>	<i>Unstressed Vowels</i>
/a/ cat, had	/ɑ:/ park, calm	/ɪj/ speak, litre	/ə/ ago, colour
/ɛ/ yes, head	/ə:/ term, bird	/ej/ take, rain	/ɪj/ happy
/ɪ/ sing, litter	/o:/ form, lawn	/əj/ time, right	
/ɔ/ dog, wash	/ɪ:/ beer, here	/oj/ boy, soil	
/ə/ put, look	/ɛ:/ care, hair	/ʌw/ moon, rule	
/ʌ/ cut, love	/ə:/ poor, cure	/əw/ home, soap	
		/aw/ down, loud	

LESSON 10

Exercise 10.1. Sound contrasts (Minimal pairs mixed for revision)

- (1) seen veil luck plays send some oh special
sin whale lock place sand thumb or spatial
- (2) hear woke starve hum hid roared muddle docks
hair walk staff harm head rod model dogs
- (3) bag earn who'd howl breeze effect son least
bug own hood haul breathe affect sung list
- (4) sort mention day folk very cursed fool lagged
thought mansion they fork vary coast full lacked
- (5) cause banned torches heart pose invite mere field
course banged tortures hot pause in white mayor filled
- (6) set useful much sworn colour fad we showed a book
sat youthful march swan collar fared we show the book

*<HW> *Transcribe the above words.*

- (7) /eə/ fair hairs pairs stared air heirs
/ɜː/ fur hers purrs stirred err errs
/oʊ/ foe hose pose stowed owe owes
/ɔː/ four whores pause stored or oars

*Exercise 10.2. The Glottal stop [ʔ]

Final or preconsonantal /t/ is often replaced by [ʔ]. (See Ex.6.2 for place/manner.) Foreigners need not imitate this but must perceive it for an allophone of /t/.

Minimal pairs. The teacher should say a glottal stop in the underlined places:

- no book sell bun the rye bread a Shaw novel grey book my work
[ʔ] notbook settle button the rightt bread a shortt novel greatt book mightt work

Pronounce, using the glottal stop where an apostrophe replaces t:

wha' for? - no' yet - tha' house - la'e night - I ha'e milk - she go' worse - Sco'land -
just a li'le - Whi'ney Houston - To'enham Cour' Road - passiona'e love - frui' juice

Exercise 10.3. Intonation: contrast by tone choice (minimal pairs)

In each sentence pair below, the contrast in grammar/meaning is expressed by the choice of a different tone (while everything else remains unchanged). Punctuation has been omitted to show that the differences must be heard, not seen. – *Pronounce:*

- 1a she's at \home || \isn't she (statement, certainty)
1b she's at \home || /isn't she (question, uncertainty)

- 2a \yes || it \is (*neutral, affirmative answer*)
 2b \yes || it ↗is (*contradicting; H. "de igen!"*)

Questions

- 3a would you like ↗gin || or ↗whisky (*listing; "you can have both"*)
 3b would you like ↗gin || or \whisky (*either-or; "you must choose"*)
 4a at the \railway station (*statement*)
 4b at the ↗railway station (*normal Yes/No question*)
 5a why do they \hate us (*normal Wh-question*)
 5b why do they ↗hate us (*echo-question; H. "Hogy miért utálnak...?"*)

Negatives

- 6a I'm not going \anywhere (*full negation; H. "sehova se megyek"*)
 6b I'm not going \↗anywhere (*partial negation, H. "akárhova nem megyek"*)
 7a we haven't seen it \once (*full negation, "never"; H. "egyszer se"*)
 7b we haven't seen it \↗once (*partial negation, "often"; H. "nem egyszer"*)
 8a she didn't come because you \told her to (*she failed to come because you...*)
 8b she didn't come because you \↗told her to (*she came, but not because you...*)

Exercise 10.4. Sentence stress: contrast by tonic placement (minimal pairs)

The contrast is expressed here by the different placing of the "tonic" (= last primary stress).

Compounds

- 1a This is the girls' **school**. (*possessive; where our daughters/friends go*)
 1b This is the **girls'** school. (*compound; school where only girls can go*)
 2a We saw the white **house**. (*attributive phrase: a house which is white*)
 2b We saw the **White** House. (*compound: Washington, USA*)
 3a Jim fed her dog **biscuits**. (*"her dog" = indirect object, "biscuits" = direct object*)
 3b Jim fed her **dog** biscuits. (*"her" = IO, "dog biscuits" = compound, DO*)

Other

- 4a They know **themselves**. (*emphatic; "they themselves know"*)
 4b They **know** themselves. (*reflexive; "have knowledge about themselves"*)
 5a I thought it would **rain**. (*...but it didn't*)
 5b I **thought** it would rain. (*...and it did*)
 6a This is believed by the Catholic **Church**. (*neutral statement*)
 6b This is believed by the **Catholic** Church. (*contrast; ...but not by other churches*)
 7a I have instructions to **leave**. (*I have been told to go away*)
 7b I have **instructions** to leave. (*I must leave instructions*)
 8a We only met Liz **today**. (*only today; not before*)
 8b We only met **Liz** today. (*only Liz; nobody else*)
 9a She's my friend **Carol**. (*Carol = restrictive; friend is called Carol*)
 9b She's my **friend**, Carol! (*Carol = vocative; telling Carol about my friend*)
 10a Do you remember Dr **Holmes**? (*Dr H = direct object*)
 10b Do you **remember**, Dr Holmes? (*Dr H = vocative; asking Dr H if he remembers*)

Exercise 10.5. Intonation: dividing the utterance (minimal pairs)

Here the contrast is expressed by the different ways the utterance is divided into intonational units.

- 1a We went home ↘**happily**. (*“happily” = adverb of manner*)
 1b We went ↘**home**, || happily. (*“happily” = “fortunately, thank God”*)
- 5a This is my niece ↘**Lucy**. (*restrictive; I have several nieces*)
 5b This is my ↘**niece** || ↘**Lucy**. (*nonrestrictive; I have one niece, and she is...*)
- 6a The boy who couldn't cycle felt ↘**miserable** (*restrictive; several boys*)
 6b The ↘**boy**, || who couldn't ↘**cycle**, || felt ↘**miserable** (*nonrestrictive; one boy*)
- 7a She's got a brother who lives in U↘**ganda** (*restrictive; several brothers*)
 7b She's got a ↘**brother**, || who lives in U↘**ganda** (*nonrestrictive; one brother*)
- 8a The professor sang a song which was very ↘**funny** (*restrictive; a funny song*)
 8b The professor sang a ↘**song**, || which was very ↘**funny** (*commenting; the fact...*)

Exercise 10.6. Sentence-final function words

Pronounce, and specify each type: what is the stress degree of the final word: 1, 3, or 0?
 Write it on the dotted lines.

Final short adverb

- I've never **been** there. — Collect your **things** then. — She likes **gin** only.
 It's very **strong** though! — The meeting took place five **years** ago.

Final Auxiliary

- (a).... Yes, they **were**. — I know who he **is**. — Do you think we **can**?
 We always **might**. — They say I'm boring and I usually **am**.
- (b).... John sings better than **Bill** does. — Tell me where my **handkerchiefs** are.
 They can do much more than **we** can. — Do you know who her **father** was?
- (c).... How **are** you? — Where **am** I? — How serious **were** they?

Final Preposition

- (a).... I always find what I **look** for. — Where does he **come** from?
 This is the record I've been **listening** to. — Is that the one you **told** me of?
 Who was the cheese **sandwich** for? — What was your **umbrella** like?
- (b).... Where **from**? Where are you **from**? Who **for**? Who was it **for**? What was it **like**?

Final Adverbial Particle

- (a).... What shall I put **on**? — The troublemakers were quickly thrown **out**.
 Did anyone take it **away**? — Do you want to let me **down**?
- (b).... It took my **breath** away. — I think I'll put the **cat** out.
 Shall I cut the **edges** off? — He hung his **umbrella** up.

Final Personal Pronoun (Nominative)

- (a).... How **are** you? — Where **am** I? — How serious **were** they?
- (b).... So do **I**. — Neither were **they**. — And where is **she**?

Final Personal Pronoun (Accusative)

- They didn't recognize us. — I was sorry for them.
 Her colleagues can't put up with her. — I'd like you to listen to me.
 The stories were good but he couldn't publish them.
 We know the road because we drove along it. — Will you open one for us?

<HW>Exercise 10.7. Identification test

Pronounce the sentences in a neutral (noncontrastive, nonemphatic) way. Underline the word which has the tonic syllable. (Refer to Ex.10.6.)

1. What did you put the names down for? – 2. Could you put the names down for us? –
3. Could you put them down for us? – 4. Could you check them for us? – 5. I wonder where Liz and Joe are. – 6. Can they put us up here? – 7. Matilda must practise the piano now. –
8. They've been experimenting with some. – 9. She hardly will. – 10. Everybody is angry with them. – 11. We left the bag at the petrol station. – 12. I can send one to you.

<HW>Exercise 10.8. Text for transcription

Transcribe. Remember that every stressed words need a stress mark, no matter how long it is.

1. Liz can send her aunt instead of herself. – 2. Diana Archer was born in Edinburgh.
3. When does that film about sharks begin? – 4. There's a big black panda in the front room!
5. The banana appears to be fresh enough. – 6. The kids saw an exciting exhibition in Berlin.
7. The instructor discovered an erroneous expression among the examples. – 8. Throw it out!

<HW>Exercise 10.9. Sample texts in transcription

Re-write these three texts into English spelling. Observe stress marking, the treatment of R, weak forms of function words.

(1) || ə 'fɒrən 'tʊərɪst 'ɔ:dəd ə 'pi:tʃə(r) ɪn 'rəʊm ət ə 'smɔ:l 'restrɒnt || ðə 'weɪtər 'ɑ:skt ɪm ɪf ɪ 'wɒntɪd ɪt 'kʌt ɪntə 'fɔ:r ɔ: 'sɪks 'pi:sɪz || hi 'ɑ:nsəd || ɪts ɪ'nʌf ɪf ju 'kʌt ɪt ɪntə 'fɔ: || ɪt wʊd bi 'tu:'mʌtʃ fə mi: tu 'i:t 'sɪks 'pi:sɪz ||

(2) || æz ju 'krɒs frəm 'dʒɜ:məni ɪntə 'swɪtsələnd || ðəz ə 'mɑ:vləs 'lɪtl 'vɪlɪdʒ ʌn ə 'hɪlsaɪd || weər əʊə 'treɪn 'stɒpt fər ə 'fju: 'mɪnɪts || 'dʒʌst ɪ'mædʒɪn || ðə 'steɪfɪn bɪldɪŋ hæz ðə 'fɔ:m əv ə 'hju:dʒ 'raʊnd 'tʃi:z || bɪkəz ðə 'ləʊklz ə 'praʊd əv ðeə 'deəri prɒdʌkts ənd 'wɒnt tə 'meɪk pʌ'blɪsɪti fɔ: ðəm ||

(3) || ðə 'dɪfrəns bɪ'twi:n fə'netɪks ənd fə'nɒlədʒɪ 'ɪz ðæt ðə 'fɔ:mə 'di:lz wɪð ðə 'fɪzɪkl ɔ: mə'tɪəriəl 'æspekt əv 'saʊndz || waɪl ðə 'lætər ɪg'zæmɪnz ði 'ɔ:gənəɪ'zeɪfɪn əv 'saʊnd 'segmənts ɪntə ɪŋ'gwɪstɪkli sɪg'nɪfɪkənt 'ju:nɪts || fə'netɪks 'ju:zɪz 'ɪnstrəmənts n kəm'pju:təz || ənd 'beɪsɪz ɪts 'faɪndɪŋz ʌn 'meʒəmənts ||

—THE END—