

## Sixth Class

### Phonetic Transcription

#### The Meaning of Phonetic Transcription

Phonetic transcription (or phonetic notation) is the visual representation of speech sounds (or phones). The most common type of phonetic transcription uses a phonetic alphabet, e.g., the International Phonetic Alphabet.

#### THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993)

##### CONSONANTS (PULMONIC)

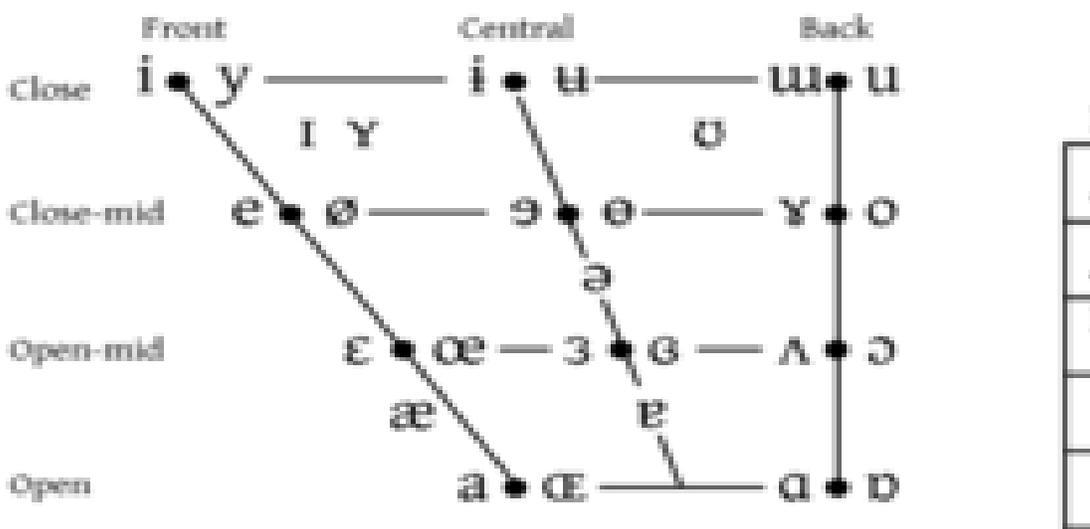
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

## CONSONANTS (NON-PULMONIC)

Clicks		Voiced implosives		Ejectives	
⦿	Bilabial	ɓ	Bilabial	ʼ	as in:
ǀ	Dental	ɗ	Dental/alveolar	pʼ	Bilabial
ǃ	(Post)alveolar	ɟ	Palatal	tʼ	Dental/alveolar
ǁ	Palatoalveolar	ɠ	Velar	kʼ	Velar
ǂ	Alveolar lateral	ʄ	Uvular	sʼ	Alveolar fricative

## VOWELS



## There are two “golden rules” for transcription:

1. Think of the pronunciation, not the spelling. Instead of letting yourself be mesmerized by the written form of the word, look away, or close your eyes, and ask yourself how you actually pronounce it. Among a thousand other pitfalls, this will help you to avoid inserting an [l] into your transcription of salmon, it will ensure that you transcribe the s of his with [z] not with [s], or the f of of with [v] not with [f], and it will prevent you from including the silent b of doubt in your transcription.

2. Use one symbol for each identifiable sound.

In many cases, the orthography (i.e. the spelling system) uses more than one letter in cases where a single symbol is required in a transcription: ps, sh, ch, tch are

cases in point.

And a transcription, though it may be shorter, can convey more precise information than the orthographic form (the spelling): th corresponds to either [T] or [D]) and the notorious -ough to [ʌf], [u:], [ə], [aʊ], [əʊ] or [ɒf] (enough, through, borough, bough, although, cough).

## Broad and Narrow

### • Broad transcriptions

- Represent only contrastive sounds (**phonemes**)
- Enclosed in slashes: / /
- Generally use only alphabetic symbols

### • Narrow transcriptions

- Represent **phones**
- Capture as much phonetic detail as possible
- Enclosed in brackets: [ ]
- Can require use of diacritics

## Broad and Narrow Phonetic transcription

**Broad phonetic transcription:** captures the basic sounds; What the speaker *intended* to say; roughly equivalent to a phonemic transcription.

**Narrow phonetic transcription:** captures the precise pronunciation; what the speaker actually said; makes use of the full resources of the IPA.

### Notational convention:

Slashes / / for phonemic transcription

Square brackets [ ] for phonetic transcripton.

## English Phonemes

Familiar IPA symbols, same sound:

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1. [p] 'pot'    | 7. [r] 'rot'    | 12. [m] 'ma'   |
| 2. [b] 'bought' | 8. [f] 'fought' | 13. [n] 'not'  |
| 3. [t] 'tot'    | 9. [v] 'vote'   | 14. [l] 'lot'  |
| 4. [d] 'dot'    | 10. [s] 'sot'   | 15. [w] 'walk' |
| 5. [k] 'kit'    | 11. [z] 'zit'   | 16. [h] 'hot'  |
| 6. [g] 'got'    |                 |                |

Sound/symbol correspondence

enough through thorough thought bough

[ʌf] [u:] [ə] [ɔ:] [aʊ]

think those thistle thong

[θ] [ð] [θ] [θ]

church chemistry Cheryl

[tʃ] [k] []

## English Phonemes

Familiar IPA symbols, different sounds:

- |                |         |  |   |
|----------------|---------|--|---|
| 17. [j]        | 'yacht' | "yod"  |   |
| 18. [i]        | 'heed'  |                         |    |
| 19. [e] ([ej]) | 'hayed' |  ([ej] = a "diphthong") |    |
| 20. [ɑ]        | 'hod'   |                         |    |
| 21. [o] ([ow]) | 'bode'  |  ([ow] = a "diphthong") |    |
| 22. [u]        | 'who'd' |                         |    |

- A **diphthong** is a phoneme that combines two phones.

Unfamiliar IPA symbols, for consonants:

23. [θ] ‘thought’      “*theta*”      28. [tʃ] ‘hop’  
 24. [ð] ‘though’      “*edh*”      29. [dʒ] ‘  
 25. [ʃ] ‘shot’      “*esh*”  
 26. [ʒ] ‘vision’      “*ezh*”  
 27. [ŋ] ‘ring’      “*engma*”

ENGLISH IRREGULAR VERBS WITH PHONETIC TRANSCRIPTION

Present		Past		Participle	
Am – is –are		Was –were		been	
Beat –s	/bi:t/	beat	/bi:t/	beaten	/'bi:tn/
Become –s	/bi 'kʌm/	became	/bi 'keɪm/	become	/bi 'kʌm/
Begin –s	/bi 'gɪn/	began	/bi 'gæn/	begun	/bi 'gʌn/
Bend –s	/bend/	bent	/bent/	bent	/bent/
Bind –s	/baɪnd/	bound	/baʊnd/	bound	/baʊnd/
Bite –s	/baɪt/	bit	/bɪt/	bitten	/'bɪtn/
Bleed – s	/bli:d/	bled	/bled/	bled	/bled/
Blow –s	/blou/	blew	/blu:/	blown	/bloun/
Break –s	/breɪk/	broke	/brɔ:k/	broken	/'brɔ:kən/
Bring –s	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
Build –s	/bɪld/	built	/bɪlt/	built	/bɪlt/
burn–s	/bɜ:rn/	burnt	/bɜ:rn/	burnt	/bɜ:rn/
Burn –s	/bɜ:rn/	burned	/bɜ:rnd/	burned	/bɜ:rnd/
Buy –s	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
Catch- es	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose –s	/tʃu:z/	chose	/tʃɔ:z/	chosen	/'tʃɔ:zən/
Come –s	/kʌm/	came	/keɪm/	come	/kʌm/
Cost –s	/kɒst/	cost	/kɒst/	cost	/kɒst/
Cut –s	/kʌt/	cut	/kʌt/	cut	/kʌt/
Dig –s	/dɪg/	dug	/dʌg/	dug	/dʌg/
Do –es	/du:/	did	/dɪd/	done	/dʌn/
draw –s	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/

Dream –s	/dri:m/	dreamed	/dri:md/	dreamed	/dri:md/
Drink –s	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
Drive –s	/draɪv/	drove	/drouv/	driven	/'drɪvən/
Eat –s	/i:t/	ate	/eit, et/	eaten	/'i:tən/
Fall –s	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
Feed –s	/fi:d/	fed	/fed/	fed	/fed/
Feel –s	/fi:l/	felt	/felt/	felt	/felt/
Fight –s	/faɪt/	fought	/fɔ:t/	fought	/fɔ:t/
Find –s	/faɪnd/	found	/faʊnd/	found	/faʊnd/
Fly – flies	/flaɪ/	flew	/flu:/	flown	/floun/
Forget –s	/fər 'get/	forgot	/fər 'gɒt/	forgotten	/fər 'gɒtn/
Forgive –s	/fər 'gɪv/	forgave	/fər 'geɪv/	forgiven	/fər 'gɪvən/
Freeze –s	/fri:z/	froze	/frouz/	frozen	/'frouzən/
Get –s	/get/	got	/gɒt/	got	/gɒt/
Get –s	/get/	got	/gɒt/	gotten	/'gɒtn/
Give –s	/gɪv/	gave	/geɪv/	given	/'gɪvən/
Go -goes	/gou/	went	/went/	gone	/gɒn/
Grow –s	/grou/	grew	/gru:/	grown	/groun/
Hang –s	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/
Have –has	/hæv/	had	/hæd/	had	/hæd/
Hear –s	/hɪər/	heard	/hɜ:rd/	heard	/hɜ:rd/
Hide –s	/haɪd/	hid	/hɪd/	hidden	/'hɪdn/
Hurt –s	/hɜ:rt/	hurt	/hɜ:rt/	hurt	/hɜ:rt/

Keep –sa	/ki:p/	kept	/kept/	kept	/kept/
Know –s	/nou/	knew	/nu:/	known	/noun/
Lay –s	/leɪ/	laid	/leid/	laid	/leid/
Lead –s	/li:d/	led	/led/	led	/led/
Learn –s	/lɜ:rn/	learnt	/lɜ:rnt/	learnt	/lɜ:rnt/
Learn	/lɜ:rn/	learned	/lɜ:rnd/	learned	/lɜ:rnd/
Leave –s	/li:v/	left	/left/	left	/left/
Lend –s	/lend/	lent	/lent/	lent	/lent/
Lie –s	/laɪ/	lay	/leɪ/	lain	/leɪn/
Lose –s	/lu:z/	lost	/lɒst/	lost	/lɒst/
Make –s	/meɪk/	made	/meid/	made	/meid/
Mean –s	/mi:n/	meant	/ment/	meant	/ment/
Meet –s	/mi:t/	met	/met/	meta	/met/
Pay –pays	/peɪ/	paid	/peɪd/	paid	/peɪd/
Read –s	/ri:d/	read	/red/	read	/red/
Ride –s	/raɪd/	rode	/roud/	ridden	/'rɪdn/
Ring –s	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
Rise –s	/raɪz/	rose	/rouz/	risen	/'rɪzən/
Run –s	/rʌŋ/	ran	/ræn/	run	/rʌŋ/

Teach –es	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
Tear –s	/teə/	tore	/tɔ:/	torn	/tɔ:n/
Tell –s	/tel/	told	/tould/	told	/tould/
Think –s	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
Throw –s	/θrou/	threw	/θru:/	thrown	/θroun/
Understand –s	/ʌndər 'stænd/	understood	/ʌndər 'stʊd/	understood	/ʌndər 'stʊd/
Wake –s	/weɪk/	woke	/wouk/	woken	/'woukən/
Wear –s	/weə/	wore	/wɔ:/	worn	/wɔ:n/
Win –s	/wɪn/	won	/wʌn/	won	/wʌn/
Write	/raɪt/	wrote	/rou/	written	/'rɪtɪn/

Transcription – the art of reducing speech to writing

Remember: a word in isolation may be spoken differently to a word in connected speech

*to* = [tu:]

*give it to him* = [gɪv it tə ɪm]

## Seventh Class

### Syllable Structure in English

Lets study it...

#### What Does Syllabification of a Word Mean?

- Words can be cut up into units called **syllables**.
- Humans seem to need syllables as a way of segmenting the stream of speech and giving it a rhythm of strong and weak beats, as we hear in Music.
- Syllables exist only to make speech easier for the brain to process.

- A word contains at least one syllable

Most speakers of English ...

...have no trouble dividing a word up into its component syllables. Sometimes how a particular word is divided might vary from one individual to another, but a division is always easy and always possible. Here are some words divided into their component syllables (a period is used to mark the end of a syllable):

tomato = to.ma.to

window = win.dow

(some people might put some of the periods in different places in this word).

Syllables and their parts

- The parts are **onset** and **rhyme**; within the rhyme we find the **nucleus** and **coda**.
- Not all syllables have all parts; the smallest possible syllable contains a nucleus only.

\* A syllable may or may not have an onset and a coda.

### Onset (O)

**Onset:** the beginning sounds of the syllable; the ones preceding the nucleus. These are always consonants in English. The nucleus is a vowel in most cases, although the consonants [ r ], [ l ], [ m ], [ n ], and the velar nasal (the 'ng' sound) can also be the nucleus of a syllable.

In the following words, the onset is in bold; the rest underlined.

**read**  
**flop**  
**strap**

If a word contains more than one syllable, each syllable will have the usual syllable parts:

**win.dow**  
**to.ma.to**  
**pre.pos.te.rous**  
**fun.da.mental**

## Rhyme (R)

**Rhyme (or rime):** the rest of the syllable, after the onset (the underlined portions of the words above). The rhyme can also be divided up:

**Rhyme = nucleus + coda**

## Nucleus (N)

- Nucleus is the core or essential part of a syllable. A nucleus must be present in order for a syllable to be present.

\* In English and most other languages, most syllable nuclei are **vowels**.

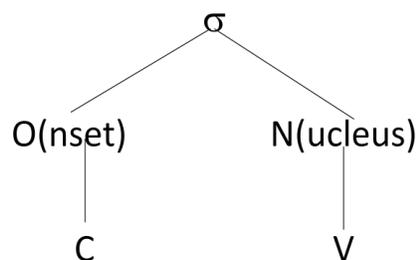
\* The English liquids [ r l ] and the nasals [ m n ] can be the nuclei of syllables under certain conditions. [ r ] can be a nucleus as easily as a vowel, in any position: the words 'bird', have [ r ] as the nucleus; in other words, there is no vowel in the pronunciation of these syllables, even though they have one in the spelling.

[brd]

[ l ] and the nasals [ m n ] become syllable nuclei when they follow an alveolar consonant in the last syllable of a word. This happens in the relaxed or casual rather than very formal articulation of the word. Compare casual vs. formal pronunciations of 'button', 'bottle', 'bottom'.

## The Core Syllable

The core syllable is made up of a Nucleus preceded by an Onset:



### The Core Syllable

- Some languages only have CV syllables.
- More commonly, languages allow for syllables of greater complexity.
- The core syllable is, however, found in every language.
- The fact that CV syllables are cross-linguistically attested offers an interesting parallel with their invariable occurrence in early child language.

\* Linguists often use tree diagrams to illustrate syllable structure. 'Flop', for example, would look like this (the word appears in IPA symbols, not English spelling). 's' = 'syllable'; 'O' = 'onset'; 'R' = 'rhyme'; 'N' = 'nucleus'; 'C' = 'coda'.

- The syllable node at the top of the tree branches into Onset and Rhyme; the Onset node branches because it contains two consonants, [ f ] and [ l ]. The Rhyme node branches because this syllable has both a nucleus and a coda.



### Steps to determine the diagram:

- a. Determine the nucleus (N)
- b. Add Rhyme ( R ) on the ordinate of the nucleus
- c. Determine the onset (O) and the coda (C).

The syllable structure analysis of the words 'read', 'flop', 'strap' and 'window' are as follows (IPA symbols are used to show the sounds in the word/syllable):

**read = one syllable**

Onset = [ r ]  
 Rhyme = [ id ] (within the rhyme:  
 Nucleus = [ i ]  
 Coda = [ d ]

**flop = one syllable**

Onset = [ f l ]  
 Rhyme = [ a p ]  
 Nucleus = [ a ]  
 Coda = [ p ]

**window = 2 syllables**

First  
 syllable: [ wɪn ]  
 Onset = [ w ]  
 Rhyme = [ ɪ n ]  
 Nucleus = [ ɪ ]  
 Coda = [ n ]  
 Second syllable: [ d  
 ɒ ]  
 Onset = [ d ]  
 Rhyme = [ ɒ ]  
 Nucleus = [ ɒ ]  
 (This syllable has no coda)

## ← Notice →

- a. If a syllable has the coda, it is called as **closed syllable**

Example : cap, sit, man

- b. If a syllable doesn't have the coda it is called as **open syllable**.

Example : he, she, me

**Liquids and nasals as syllable nuclei**

- The English liquids [ r l ] and the nasals [ m n ] can be the nuclei of syllables under certain conditions. [ r ] can be a nucleus as easily as a vowel, in any position: the words 'bird', 'word', 'her', 'fur', the first syllable of 'perceive' and 'surname' and the final syllables of 'mother', 'actor' (in casual pronunciation) all have [ r ] as the nucleus; in other words, there is no vowel in the pronunciation of these syllables, even though they have one in the spelling.
- [ l ] and the nasals [ m n ] become syllable nuclei when they follow an alveolar consonant in the last syllable of a word. This happens in the relaxed or casual rather than very formal articulation of the word. Compare casual vs. formal pronunciations of 'button', 'bottle', 'bottom'.



comprises one or more segments; segments are the building blocks for syllables. Details on the syllable are found below.

**4. words:** words are made of syllables.

The **patterns** or rule systems of a phonological system include: → → → →  
→ → → →

**1. phonotactics**, also known as **sequence constraints**. These are restrictions on the number and type of segments that can combine to form syllables and words; they vary greatly from one language to another. In English, for example, a word may begin with up to three consonants, but no more than three. If a word does begin with three consonants, the first will always be [ s ], the second must be chosen from among the voiceless stops [ p t k ] and the third from among the liquids [ l r ] or glides [ w y ]. Thus we get words such as 'squeeze' [ s k w i z ] in English, but not words such as [ p s t a p ].

**2. phonological processes**, including **coarticulation processes**, are modifications of the feature structure of a sound that occur for one of two reasons: to make sounds that are near each other more alike, thus make articulation easier (assimilation), or to make sounds more different from each other (for instance, aspiration makes voiceless stops such as [ p ] and [ k ] more different from voiced ones such as [ b ] and [ g ]).

Draw, the syllable structure of the following words:

*apron*

*basic*

*began*

*begin*

*depend*

*even*

*hotel*

## Exercise: Analyzing the syllable structure of English words

Using the models on the 'Syllable structure in English' page for the words 'read', 'flop', and 'window', analyze the following words into their syllable structure.

(See Slide 14)

(1) Write the word with periods between the syllables; use IPA symbols - Ex.

'baby' = [ be.bi ]

(2) List and identify the parts of each syllable

Ex. : 'boondocks' = [ bun.daks ]

First syllable: [ bun ]

Onset [ b ]

Rhyme [ un ]

Nucleus [ u ]

Coda [ n ]

Second syllable: [ daks ]

Onset [ d ]

Rhyme [ aks ]

Nucleus [ a ]

Coda [ ks ]

Remember that diphthongs count as single vowel segments.

Here are your words:

(1) playdough

(2) thanks

(3) nondescript (take your time!)

(4) toys

(5) straw

(6) plastic

## eighth Class

### Syllables Practice

#### Syllables

#### What are syllables?

#### Syllables and their parts

- The parts are **onset** and **rhyme**; within the rhyme we find the **nucleus** and **coda**.

- Not all syllables have all parts; the smallest possible syllable contains a nucleus only.

\* A syllable may or may not have an onset and a coda.

### Onset (O)

**Onset:** the beginning sounds of the syllable; the ones preceding the nucleus. These are always consonants in English. The nucleus is a vowel in most cases, although the consonants [ r ], [ l ], [ m ], [ n ], and the velar nasal (the 'ng' sound) can also be the nucleus of a syllable.

In the following words, the onset is in bold; the rest underlined.

**r**ead

**f**lop

**str**ap

If a word contains more than one syllable, each syllable will have the usual syllable parts:

**w**in.**d**ow

**t**o.**m**a.**t**o

**pr**e.**p**os.**t**e.**r**ous

**f**un.**d**a.**m**en.**t**al

**Rhyme (or rime):** the rest of the syllable, after the onset (the underlined portions of the words above). The rhyme can also be divided up:

**Rhyme = nucleus + coda**

## Nucleus (N)

- Nucleus is the core or essential part of a syllable. A nucleus must be present in order for a syllable to be present.

\* In English and most other languages, most syllable nuclei are **vowels**.

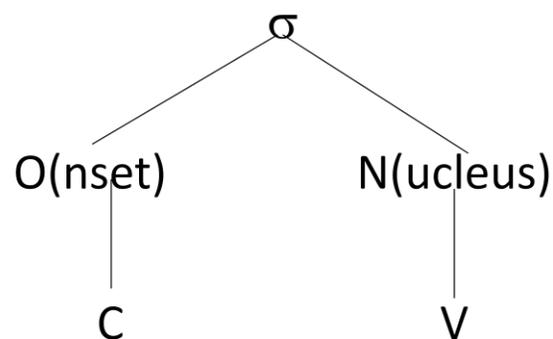
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The Core Syllable

The core syllable is made up of a Nucleus preceded by an Onset:



# Syllables

How many syllables do these words have?

jump  
●

jumping → jumping  
● ●

help  
●

hello → hello  
● ●

pencil → pencil  
● ●

clock  
●

table                      table  
● ●



happy → happy

Liverpool → Liverpool

carefully → carefully

school

mummy → mummy

computer → computer

## ninth Class

### Syllable structure

The general structure of a syllable consists of the following segments:

Onset (obligatory in some languages, optional or even restricted in others)

Rime

Nucleus (obligatory in all languages)

Coda (optional in some languages, highly restricted or prohibited in others)

tree representation of a CVC syllable.

### Strong and weak syllables

A close observation of English phonology will reveal that many syllables are weak; this is true of many other languages, but their constant occurrence and their importance makes it imperative to study them closely.

So it is necessary to study how these weak syllables are pronounced and where they occur in English..

What does “stress” mean?

**stress** is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

The term is also used for similar patterns of phonetic prominence inside syllables. The word **accent** is sometimes also used with this sense.

What do we mean by :strong: and :weak:?

In the present context, we **are using these terms to refer to phonetic characteristics of syllables**. We could describe them partly in terms of stress (**by**

saying, for example, that strong syllables are stressed and weak syllables unstressed), but until we describe what "stress" means such a description would be very useful.

### Rule

The more important thing to note at present is that any strong syllable will have as its centre one of the vowel phonemes (or possibly a triphthong) but not Shwa.

While comparing the weak syllables containing vowels with strong syllables, it is observed that vowel in a weak syllable tends to be shorter, of lower intensity and different in quality.

For example, in the other word "father" /fɑ:ə/ the second syllable, which is weak is shorter than the first, is less loud and has a vowel that cannot occur in strong vowels. In a word like "bottle" /bɒtl/ the weak second syllable contains no vowel at all, but consists entirely of the consonant. We call this a syllabic consonant.

### The vowel ( " shwa" ) ə

The most frequently occurring vowel in English language is shwa ə, which is always associated with weak syllables. In quality it is mid (that is, half-way between close and open) and central (that is, half way between front and back). It is generally described as lax, that is, not articulated with much force and energy.

### Rule

Most of the weak syllables in English have shwa but it does not mean that all weak syllables have shwa. Learners of English will have to know about the proper placement of the shwa.

Here are some examples in which spellings act as guide to predict the weak syllable.

- Spelt with "a"; strong pronunciation would be æ

attend /ətend/                      character /kærəktə/

barracks /bærəks/

- Adjectival endings spelt "ate"; strong pronunciation would be el

intimate /Intlmət/                      accurate/ækjərət/

desolate/desələt/

### Close front and close back vowels

Two other vowels are commonly found in weak syllables, one close front ( in the general area of i: and i) and the other close back rounded ( in the general region of u: and ʊ ) .

In strong syllables it is easy to distinguish i: from ɪ, u: from ʊ, but in weak syllables the difference is not so clear. For example, although it is easy enough to decide which vowel one hears in "beat" or "bit", it is much less easy to decide which vowel one hears in the second syllable of words such as, "easy" or "busy".

### What is the weak form?

English is a **stress-timed language**, which means that stressed syllables are equal in timing. In order to fit our words into this pattern, we tend to "squash" or compress other syllables or words occurring between stresses, in order to keep up with the more or less regular rhythm. **Therefore, compressing or "weakening" some sounds is necessary to keep the rhythm of English.**

**A weak form is the pronunciation of a word or syllable in an unstressed manner.** Of course, the difference between the strong form (stressed) and the weak form (unstressed) of a word is not apparent in writing, but in speech these two variations in pronunciation can be drastically different. If spoken in isolation, the weak form of a word would probably be unintelligible. The difference between the two forms can affect meaning. See → → → → → → → → → →

Here is an example to show how strong and weak forms of a single word (*that*) can change the entire meaning of a sentence:

- John thinks that man is evil. /ð ə t/  
This version of the sentence, with the weak (unstressed) form of *that*, means "John thinks all humans are evil." ə
- John thinks that man is evil. /æt/  
This version of the sentence, with the strong (stressed) form of *that*, means "John thinks a specific (male) individual is evil."
- As indicated by this example, if a speaker unknowingly uses the strong form instead of the weak form, misunderstandings can occur.

There are two good reasons why weak and strong syllables ought to be learnt

. First, teaching weak forms can help students improve their production of spoken English. Because of the influence of their first language, foreign students tend to pronounce every word very clearly. As a result, their speech always sounds foreign, sometimes unintelligible, because enunciating each word in a sentence can disrupt the natural rhythm of spoken English. Second, not knowing the weak form may inhibit students' comprehension of the English spoken by fluent speakers. Therefore, acquiring weak forms is important not only for students' production of spoken English but also for their listening comprehension.

### The nature of stress

- All stressed syllables (or strong syllables) are more **prominent** than unstressed syllables (or weak syllables) . Four different factors are important:
  1. Stressed syllables are **louder** than unstressed syllables; (loudness)
  2. The **length** of syllables; If one syllable is longer than the others there is quite a strong tendency to hear it as stressed;

3. The **pitch** of the syllable: pitch in speech is related to the frequency of vibration of the vocal cords and to the musical notion of low and high pitched notes;
4. A syllable will tend to be more prominent if it contains a vowel that is different in **quality** from neighbouring vowels (i.e look at vowels against vowels encountered in weak syllables)

How do you say *teacher*?

Longer	teeeeeeeeeeee cher	
Higher	tea	
		cher
Louder	<b>TEA</b> cher	
All three combined	TEEEEEEEEEEEEE	
		cher

Word Stress Rule

Word type		Where is the stress?	Examples
Two syllables	Nouns	on the first syllable	center object flower
	Verbs	on the last syllable	release admit arrange
Compound	Nouns (N + N) (Adj. + N)	on the first part	desktop pencil case bookshelf greenhouse
	Adjectives (Adj. + P.P.)	on the last part (the verb part)	well-meant hard-headed old-fashioned
	Verbs (prep. + verb)		understand overlook outperform

Word type		Where is the stress?	Examples
Phrasal Verbs		on the particle	turn off buckle up hand out
Word with added ending	-ic	the syllable before the ending	economic Geometric electrical
	-tion, -cian, -sion		Technician graduation cohesion
	-phy, -gy, -try, -cy, -fy, -al	the third from the last syllable	Photography biology geometry
	-meter		Parameter Thermometer barometer

## Word Stress Rules

Rule	Applied to	Examples
stress on the 1 <sup>st</sup> syllable	most 2-syllable nouns	NOTEbook, LAMPshade, PRESent, REbel
	most 2-syllable adjectives	HAPpy, HANDsome, GRACEful
stress on the last/2 <sup>nd</sup> syllable	most 2-syllable verbs	preSENT, reBEL, seLECT inVITE
stress on penultimate syllable (the syllable which is 2 <sup>nd</sup> to the last)	words ending in <b>-ic</b>	DemoGRAPHic, PSYCHic, bioLOGic
stress on penultimate syllable (the syllable which is 2 <sup>nd</sup> to the last)	words ending in <b>-sion</b> and <b>-tion</b>	teleVIsion, revoluTION, inVENtion, preCIision
stress on ante-penultimate syllable (the syllable which is third from end)	words ending in <b>-cy</b> , <b>-ty</b> , <b>-phy</b> and <b>-gy</b>	biOgraphy, aBility, Allergy
stress on ante-penultimate syllable (the syllable which is third from end)	words ending in <b>-al</b>	psychoLOGical, mythoLOGical
stress on the 1 <sup>st</sup> part	compound <b>nouns</b>	WHITEboard, STAIRway
stress on the 2 <sup>nd</sup> part	compound <b>adjectives</b>	red-HAired, high-HEELED
stress on the 2 <sup>nd</sup> part	compound <b>verbs</b>	overFLOW

### Sentence Stress in English

- Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, especially when spoken fast.
- Sentence stress is what gives English its **rhythm** or "beat". You remember that word stress is accent on **one syllable** within a **word**. Sentence stress is accent on **certain words** within a **sentence**.
- Most sentences have two types of word:
  - **content words**
  - **structure words**
- **Content words** are the key words of a sentence. They are the important words that carry the meaning or sense.

- **Structure words** are not very important words. They are small, simple words that make the sentence correct grammatically.
- If you remove the structure words from a sentence, you will probably still understand the sentence

Imagine that you receive this telegram message:

		SELL		CAR			GONE		FRANCE
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		SELL	my	CAR		I've	GONE	to	FRANCE
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Will	you	SELL	my	CAR	because	I've	GONE	to	FRANCE

### Rules for Sentence Stress in English

The basic rules of sentence stress are:

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## Content words - stressed

Words carrying the meaning	Example
main verbs	SELL, GIVE, EMPLOY
nouns	CAR, MUSIC, MARY
adjectives	RED, BIG, INTERESTING
adverbs	QUICKLY, LOUDLY, NEVER
<b>negative</b> auxiliaries	DON'T, AREN'T, CAN'T

## Structure words - unstressed

Words for correct grammar	Example
pronouns	he, we, they
prepositions	on, at, into
articles	a, an, the
conjunctions	and, but, because
auxiliary verbs	do, be, have, can, must

## 10th Class

### Stress

#### Stress (within a word)

The nature of stress

Levels of stress

Placement of stress within a word

- suffixes
- prefixes
- compound words

- variable stress
- word-class pairs

### The nature of stress

**Stress** – a sound or syllable which is stressed is one upon which there is expended in the articulation relatively great breath effort and muscular energy: in voiced sounds, greater amplitude of vibration of the vocal folds, together with the reinforcing resonance of the supraglottal cavities, results in the physical terms in relatively great intensity of the sound or syllable, such intensity being perceived by the listener as greater loudness associated with the sound or syllable.

### Production

- generally defined as the speaker using more **muscular energy** than is used for the unstressed syllables.
- the muscles used to expel air is more active, producing higher supraglottal pressure.

**Prominence** – stressed syllable are recognised because they are more prominent than the unstressed syllable

### What makes a syllable prominent?

There are certain factors that make a syllable more prominent and these factors often co exist to give considerable perceptual effect.

- stressed syllables are often **louder**.
- stressed syllables are made more prominent by its **length**.
- the **pitch** of the stressed syllable is noticeably different from the other syllables. (movement of pitch e.g. rising or falling)
- contains a **vowel which is of different quality** from the other vowels. (refer to “WEAK FORMS” in Roach pg 112)

### Levels of stress

Many levels of stress depending on the length of the word. (not just confined to two or three levels)

- the word 'around' – on the second syllable the pitch of the voice does not remain level but falls from a higher to a lower pitch (trans 1)
- the prominence from this pitch transition is called **primary stress (Roach)**  
**primary accentuation (Gimson)**
- **secondary stress** – weaker than primary stress but stronger than an unstressed syllable.  
'examination', 'photographic',

### Placement of stress

How can we know the correct syllable to stress? Example 'camera, ca'mera or came'ra?

- the word is morphologically complex or simple? I.e. does it have one or more affixes or is it a compound word?

What part of speech? Noun? Verb?

The total number of syllables

Phonological structure of the syllables

### Word stress/accental patterns

**2 syllables** – if **verbs** – basic rule, the second syllable is accented.

**Examples:** in'vent, re'form.

If the final syllable is weak then the first syllable is accented

**Examples:** 'open, 'enter

**Adjectives** – 'lovely, 'yellow

**Nouns** – if the second syllable contains a short vowel, then the stress will go to the first syllable. If not, it will fall on the second syllable

**Examples:** 'husband, 'placard, 'window, 'money, bal'loon, Chi'nese, can'teen

### 3 syllables

**Verbs** – if the final syllable is strong then it will be stressed

**Examples :** under'stand, enter'tain

If the last syllable is weak, stress will be on the preceding syllable if it is strong.

**Examples:** en'counter, de'terminate

If both the second and third syllable are weak, the the stress will go to the first syllable.

**Examples:** 'parody

3 syllables

**Nouns** – if the final syllable is weak or ends with {}, then it is unstressed. If the syllable preceding this is strong, the the stress will go to the middle syllable. Examples: re'lation, po'tato, e'leven, sy'nopsis

If the second and third syllable are both weak, the the stress will go to the first syllable. Examples: 'yesterday, 'innocence, 'bachelor, 'wanderer

To think: last syllables which are prominent, do they take a the secondary stress? (Roach pg. 100)

### Complex words

- words made from a basic word form (stem) + an affix

- compound words – words composed of separable root morphemes.  
(football)

**Affixes** – **prefixes** (comes before the stem, **example:** impossible) and

**suffixes** (comes after the stem, **example:** happiness)

**Suffixes carrying primary stress** – the primary stress is on the first syllable of the suffix. If the stem consists of more than one syllable then its first syllable will take a secondary stress

Ja'pan -> ,Japa'nese

'-ee' -> ,refu'gee

'-eer' -> ,mountai'neer

'-ese' -> 'portu'guese'

'-ette' -> ,ciga'rette

'-esque' -> ,pictur'esque

### Suffixes

Suffixes that do not affect stress placement

“-able” ‘comfortable  
 “-age” ‘anchorage  
 “-al” ‘refusal, ‘rebuttal  
 “-en” ‘widen  
 “-ful” ‘wonderful  
 “-ing” ‘amazing  
 “-ish” ‘devilish

For verbs with stems containing more than 1 syllable, the stress is always on the syllable immediately preceding “-ish” e.g. re’plenish

### Suffixes that influence stress in the stem

In these examples primary stress is on the last syllable of the stem.

“-eous” ,advan’tageous  
 “-graphy” pho’tography  
 “-ial” de’nial  
 “-ic” cli’matic  
 “-ion” per’fection  
 “-ious” in’jurious  
 “-ty” tran’quility  
 “-ive” re’flexive

### Prefixes

Effects on stress do not have comparative regularity, thus ~ safe to say governed by the same rules as those for words without prefixes.

### Compound words

Stms with hyphen “air-raid”, smts as one word “strawberry”, smts as two words “desk lamps”

Compounds with an adjectival first element and the –ed morpheme at the end

**Examples:** Bad-’tempered, half-’timbered,  
 heavy-’handed

Compounds in which the first element is a number in some form also tend to have final stress

**Examples:** three-’wheeler  
 second-’class

Compounds functioning as adverbs are usually final-stressed

Examples: head-'first, North-'East, down-'stream

Compounds functioning as verbs and have an adverbial first element take the final stress

Examples: down-'grade, back-'pedal, ill-'treat

### Variable stress

#### Stress patterns change

Stress position may vary due to:

- the stress on other words occurring next to the word in question. Example: stress on the final stress compound tends to move to a preceding syllable if the following word begins with a strongly stressed syllable.
- Bad-'tempered -----> a 'bad-tempered 'teacher
- Not all speakers agree on the placement of the word. Example 'controversy vs. con'troversy

### Word-class pairs

Two syllable words identical in spelling, differ from each other in their word class. Most of them are prefix+stem

Their stress placement is also different. I.e. stress should be on the second syllable for the verbs but on the first syllable for the nouns and adjectives.

Examples: 'permit (n) per'mit (v)

'present (n,adj) pre'sent (v)

'produce (n) pro'duce (v)

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