

## Eleventh lecture

### What is Word Stress?

In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say **one** syllable very **loudly** (big, strong, important) and **all the other syllables** very **quietly**. Let's take 3 words: **photograph**, **photographer** and **photographic**. Do they sound the same when spoken? No. Because we accentuate (stress) ONE syllable in each word. And it is not always the same syllable. So the **shape** of each word is different.

	total syllables	stressed syllable
<u>PHO</u> TO GRAPH	3	#1
PHO <u>TO</u> GRAPH ER	4	#2
PHO TO <u>GRAPH</u> IC	4	#3

- This happens in ALL words with 2 or more syllables: TEACHer, JaPAN, CHINa, aBOVE, converSAtion, INteresting, imPORtant, deMAND, etCETera, etCETera, etCETera
- The syllables that are not stressed are **weak** or **small** or **quiet**. Native speakers of English listen for the STRESSED syllables, not the weak syllables. If you use word stress in your speech, you will instantly and automatically improve your pronunciation **and your comprehension**.
- Try to hear the stress in individual words each time you listen to English - on the radio, or in films for example. Your first step is to HEAR and recognise it. After that, you can USE it!

### Why is Word Stress Important?

Word stress is not used in all languages. Some languages, Japanese or French for example, pronounce each syllable with equal emphasis.

Other languages, English for example, use word stress.

Word stress is not an optional extra that you can add to the English language if you want. It is part of the language! English speakers use word stress to communicate rapidly and accurately, even in difficult conditions. If, for example, you do not hear a word clearly, you can still understand the word because of the position of the stress.

### General Rules of Word Stress in English

There are two very simple rules about word stress:

1. **One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)
2. **We can only stress vowels, not consonants.**

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

### 1 Stress on first syllable

rule	example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAble
Most 2-syllable adjectives	PRESent, SLENDER, CLEVer, HAPpy

### 2 Stress on last syllable

rule	example
Most 2-syllable verbs	to preSENT, to exPORT, to deCIDE, to beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

### 3 Stress on penultimate syllable (penultimate = second from end)

rule	example
Words ending in -ic	GRAPHic, geoGRAPHic, geoLOGic
Words ending in -sion and -tion	teleVIsion, reveLAtion

#### English Tip

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **teleVIsion** and others say **TELevision**. Another example is: **CONtroversy** and **controversy**

### 4 Stress on ante-penultimate syllable (ante-penultimate = third from end)

rule	example
Words ending in -cy, -ty, -phy and -gy	deMOcracy, dependaBllity, phoTOgraphy, geOlogy
Words ending in -al	CRItical, geoLOGical

### 5 Compound words (words with two parts)

rule	example
For compound nouns, the stress is on the first part	BLACKbird, GREENhouse
For compound adjectives, the stress is on the second part	bad-TEMpered, old-FASHioned
For compound verbs, the stress is on the second part	to underSTAND, to overFLOW

1. Can you pass me a plastic knife?
2. **China** is the place where I was born.
3. Please turn off the **television** before you go out.
4. I can't **decide** which book to borrow.
5. Do you **understand** this lesson?
6. Sparky is a very **happy** puppy.

### Stress on Verbs

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

Let's NOW Explain the Stress of Verbs Only.

Two Syllables-Verb

Verbs	on the last syllable	release admit arrange
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Verbs → 3 syllables

**Verbs** – if the final syllable is strong then it will be stressed  
Examples : under'stand, enter'tain

	on the last part (the verb part)	
Verbs (prep. + verb)		understand overlook outperform

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

Examples: en'counter, de'termine

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

Examples: 'parody

#### Phrasal Verbs versus Compound Nouns derived from phrasals

Phrasal verbs (a.k.a. two-word or two-part verbs) are generally made up of a verb and preposition. For many of these, correct word stress is especially important as they have compound noun counterparts. In the following examples, the words on the left are phrasal verbs. The words on the right are nouns.

In phrasal verbs, the preposition gets the word stress.

If they have a noun counterpart, however, it gets the stress on the first part.

let down	letdown
shut out	shutout
print out	printout
turn off	turnoff
take over	takeover

Phrasal Verbs	on the particle	turn off buckle up hand out
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Let's Discuss Noun Stress

Nouns	on the first syllable	center object flower
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**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**

**Nouns –**

if the final syllable is weak or ends with {shwa}, 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

### 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

rule	example
For compound nouns, the stress is on the first part	<b>BLACK</b> bird, <b>GREEN</b> house
For compound adjectives, the stress is on the second part	bad- <b>TEM</b> pered, old- <b>FASH</b> ioned
For compound verbs, the stress is on the second part	to under <b>STAND</b> , to over <b>FLOW</b>



## Compound Words

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

### IV. Homographs

Homographs are words which are written the same way but which have different pronunciation. In English, there are many words which have the same spelling, but whose part of speech changes with the word stress. If you listen carefully, you will hear that the vowel sounds change depending on whether they are stressed or unstressed.

VERB	NOUN
record	record
progress	progress
present	present
permit	permit

### Word stress patterns

#### 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

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 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

Word with added ending	-ic	the syllable before the ending	econ <b>o</b> mic Geom <b>e</b> tric elect <b>r</b> ical
	-tion, -cian, -sion		Techn <b>i</b> cian gradu <b>a</b> tion co <b>h</b> esion
	-phy, -gy, -try, -cy, -fy, -al	the third from the last syllable	Phot <b>o</b> graphy biol <b>o</b> gy ge <b>o</b> metry
	-meter		Param <b>e</b> ter Therm <b>o</b> meter bar <b>o</b> meter

## Twelfth class

Intonation & Sound Linking

**Intonation:**

**Improving sentence intonation is one of the key elements in your English pronunciation. Let's discuss the four basic types of word stress that lead to proper intonation in English.**

### Tonic Stress

Tonic stress refers to the syllable in a word which receives the most stress in an intonation unit. An intonation unit has one tonic stress. It's important to remember that a sentence can have more than one intonation unit, and therefore have more than one tonic stress. Here are some examples of intonation units with the tonic stress **bolded**.

He's **wait**ing

He's **wait**ing / for his **friend**

He's **wait**ing / for his **friend** / at the **station**.

Generally, the final tonic stress in a sentence receives the most stress. In the above example, 'station' receives the strongest stress.

There are a number of instances in which the stress changes from this standard. Here are short explanations for each of the changes with example sentences to illustrate.

### Emphatic Stress

If you decide to emphasize something, you can change the stress from the principal noun to another content word such as an adjective (big, difficult, etc.), intensifier (very, extremely, etc.) This emphasis calls attention to the extraordinary nature of what you want to emphasize.

For example:

That was a difficult **test**. - *Standard statement*

That was a **difficult** test. - *Emphasizes how difficult the test was*

- There are a number of adverbs and modifiers which tend to be used to emphasize in sentences that receive emphatic stress.

- extremely  
terribly  
completely  
utterly  
especially  
etc.

### Contrastive Stress

Contrastive stress is used to point out the difference between one object and another. Contrastive stress tends to be used with determiners such as 'this, that, these and those'.

For example:

I think I prefer **this** color.

Do you want these or **those** curtains?

Contrastive stress is also used to bring out a given word in a sentence which will also slightly change the meaning.

- **He** came to the party yesterday. (It was he, not someone else.)
- He **walked** to the party yesterday. (He walked rather than drove.)
- He came to the **party** yesterday. (It was a party not a meeting or something else.)
- He came to the party **yesterday**. (It was yesterday not two weeks ago or some other time.)

### New Information Stress

- When asked a question, the requested information is naturally stressed more strongly.
- For example:

- Where are you from? - I come from **Seattle**, in the USA.  
What do you want to do? - I want to go **bowling**.  
When does class begin? - The class begins at **nine o'clock**.
- Use these various types of stress to help improve your pronunciation and understandability.

### Introduction to Linking

Native English speakers have ways of naturally transitioning from word to word, a concept we call linking. One of the first obstacles a language learner faces in listening comprehension is in understanding individual words when many whole sentences are said at a natural speed. It is difficult for even students with excellent vocabulary and grammar to *unlink* the words that native speakers naturally hook together in their regular pronunciation patterns. Even when this is overcome, and a listener can confidently understand a native speaker of English, the skill of learning to link words in his or her own speaking often does not naturally occur.

- The failure to fluidly link words together is not likely to cause the same miscommunication as incorrectly producing sounds; however, the payoffs for learning how to link are significant. Even if two speakers use identical vocabulary and grammar when speaking to a native listener, the speaker with more fluid linking will be perceived as more fluent as a result of that subtle secondary level of communication.
- In dialog, words are continually linked together until there is a reason to pause. These pauses happen where there is the spoken equivalent of a comma or period in the sentence. We can also add a pause into a sentence to add emphasis. To begin, we'll practice linking just a couple words at a time.

- While the general concept of linking requires blending one word into the next, this is easier said than done. Linking words together often requires saying sounds together that do not naturally occur together within words. For a student who has probably been taught to speak English by carefully studying and learning the pronunciation of individual words distinctly this is decidedly non-intuitive. The essence of linking is to provide bridge sounds between individual words, using the last and first sounds of the adjacent words as the foundations.
- Vowels are not blended when linking. With vowels, an extra sound is placed between the words to keep both words clear and understandable.
- It is normal to have difficulty with linking and blending. The number of possible combinations of sounds is immense and it is almost impossible to practice every possible combination. For this reason, we will practice linking and blending within groups of sounds and we will need to learn (or review) some linguistics vocabulary first to help us.

### To sum up:

The techniques for transitioning from word to word are called *linking*.

### Linking Consonants and Vowels in American English Pronunciation

Consonants and vowels comprise the two largest categories of sounds in English. Vowels are the sounds created by the letters a, e, i, o, and u. The letters w and y also commonly create vowel sounds, and any word that ends in the letters w or y ends in a vowel sound.

### Linking consonants and vowels

Blending consonants with vowels is one of the easiest sorts of links for non-native speakers. **To link a consonant sound to a vowel sound, the consonant sound is shared by both words.** It sounds like the consonant is both the last sound of the first word and as the first sound of the following word.

Listen to the phrases *wake up* and *mice eat*. Notice that there is no pause between the words. In fact, the middle consonant sound is shared so perfectly with both the first and the second words, that we cannot hear (from this limited context) a difference between the following phrases.

*wake\_up* and *way\_cup*

*mice\_eat* and *my\_seat*

*Wake\_cup* and *way\_cup* sound exactly the same when properly linked. (Although this may seem ambiguous, native speakers are used to differentiating based on context.) The *k sound* links the words in the same way, regardless if the *k sound* is the last sound of the first word, or the first sound of the second word.

*Mice\_eat* and *my\_seat* are also pronounced identically because the consonant sound (the *s sound*) is shared equally between both words in both phrases.

### Linking a

The word "a" is usually said as a schwa and sounds much like the [short u](#) sound unless it is being emphasized in a sentence for some reason.

To link to the word "a" between two consonant sounds, there should be no silent gap between the word "a" and the words that surround it. It will sound like it is a single longer word instead of two or more distinctly separate words.

### Linking the Word the

The word 'the' is the fourth most frequent word in spoken English. In addition to the troubles many languages have with the voiced th sound at the beginning of the word, the vowel at the end of the word the has three different pronunciations depending on the first sound of the word that follows it:



1. the + consonant
2. the + vowel (except [long e](#))
3. the + [long e](#)

### **Rule# 1: the + consonant**

Linking the to a word that begins with a consonant sound requires saying the vowel as a very quick schwa (an unstressed vowel sound which sounds like a short u sound) and linking it with the next word. Say the word the with almost no vowel sound at all.

Listen to the following examples:

the\_dog

the\_biscuit

The\_dog ate the\_biscuit.

### **Rule# 2: the + vowel**

Linking the to a word that begins with a vowel sound (except long e) requires pronouncing the final sound of the word the as a long e (the vowel sound in the word keep), then linking it with a y sound to the following word.

Listen to the following examples:

the\_y\_afternoon

The\_y\_optometrist took the\_y\_afternoon off.

### **Rule# 3: the + long e**

Linking the to a word that begins with a long e requires pronouncing the final sound in the word the as a schwa, then linking it smoothly to the following word. This is very similar to linking the + consonant.

Listen to the following examples:

the\_emotions

The\_emotions of the\_enormous catastrophe were strong.

### Linking Continuous Consonants in American English pronunciation

Fricative, nasal, glide, and liquid sounds are all similar types of sounds in that they are all continuous consonant sounds; they are the same from beginning to end.

### Linking the same continuous consonant

In American English pronunciation, when one word ends with the same continuous consonant sound as the next word begins with, the sound is only said one time and shared with both words. There should be no break or pause between the words.

Listen to the following linked phrases.

enough\_food

wants\_some\_more

In the phrases *enough\_food* and *wants\_some\_more* there is no pause between the words. In fact, the middle consonant sound is shared so perfectly with both the first and the second words that we cannot tell that the consonant occurs twice. Don't let different spellings for the sounds confuse you.

Listen to this dialog between Squid and Wilma. Notice the same-fricative links.

SQUID: Do we have enough\_food for the party?

WILMA: yeah, but Henry wants\_some\_more ice. There's only enough\_for each glass to be half\_full.

### Linking Different Continuous Consonants

When linking different continuous consonant sounds, one sound should blend into the next with no break between words and without accidentally

adding an extra vowel sound between the words. Because these sounds often don't occur next to each other within words, it may take extra practice at first to smoothly join these sounds together.

Listen to the following linked phrases.

because\_she  
fresh\_fruit

In the phrases because she and fresh fruit there is no pause between the words. The consonant sounds blend evenly and smoothly from one sound to the next.

Listen to the dialog between Squid and Wilma. Notice the continuous consonant links.

SQUID: It's\_still\_snowing, isn't it?

WILMA: No, it's\_raining\_now.

### To sum up:

Because fricative, nasal, glide and liquid sounds are continuous, they can blend smoothly from one sound to the next. No silent gaps or additional vowel sounds should get added between linked continuous consonants.

### Linking from the letter t in American English Pronunciation

The letter *t* is one of the most versatile letters in English pronunciation. In American English, there are four common pronunciations used for the letter *t*. There are huge variations of the pronunciation of the letter *t* among the different large English dialect groups (British, Australian, and American). The rules listed here **cannot** be used as guides for any dialect other than American English pronunciation.

### Basically, the letter t can:

1. Sound like a regular t sound (as in the word *time*)

2. Sound like a quick d sound (as in the word *little*)
3. Become a glottal stop (as in the word *partner*)
4. Be ignored and have no sound at all (as in the word *center*)

- To be Continued 😊 😊

## Thirteenth class

### Linking Sounds

#### Linking Discontinuous Consonants in American English Pronunciation

Stops and affricates are called discontinuous consonant sounds because they briefly stop all air, then create sound when the air is released. Because there are two parts to these sounds, linking them may cause the sound to change.

*Stops* are sounds that are created when the air is stopped from leaving the vocal tract for a short amount of time, then released smoothly.

*Affricates* are sounds that are created when the air is stopped from leaving the vocal tract for a short amount of time, then released with a smaller opening, causing friction.

#### Linking to a discontinuous consonant

Linking *to* a stop or affricate is simpler than linking *from* a stop or affricate to another sound. To link to a stop or affricate from a continuous consonant sound or vowel sound, simply blend the first sound into the beginning of the stop or affricate. No pause should be added between the sounds.

Listen to the phrases *can't\_ache* and *can\_take*. Notice that there is no pause between the words. In fact, the first sound blends smoothly into the beginning of

the stop or affricate sound, and the stop or affricate is said normally. We cannot tell (from this limited context) the difference between the two phrases.

*can't\_ache* and *can\_take*

When a word that ends in a stop or affricate is linked to another word, the stop or affricate is often not fully said. **Oftentimes, the air is stopped in the vocal tract as normal, but the release of the air is said as the first sound of the next word.** This also happens within words with common consonant blends, like b+r (bright) or c+r (cream) or even with three consonants in a row, s+c+r (scream).

**b+r, bright:** If the word *bright* is said correctly, the lips are closed for the [b sound](#), and the [r sound](#) is said immediately as the lips open.

**c+r, cream:** With the word *cream*, the [r sound](#) begins at the same time as the [k sound](#) is released.

**s+c+r, scream:** With the word *scream*, the [s sound](#) continues until the air is stopped for the [k sound](#), and the [r sound](#) begins at the same time as the [k sound](#) is released. Sounds flow evenly from one to the next.

The technique for linking adjacent consonants within words is the same as native English speakers use to link discontinuous consonants between different words; the air is stopped in the vocal tract as normal, but the release of the air is said as the first sound of the next word.

Notice in the phrases *Kate's creams* and *Kate screams*, that there are two stops, the t sound and the k sound. Both phrases link t + s + c + r. The t sound is released as the s sound, and the k sound is released as the r sound. The [t sound](#), [s sound](#), [k sound](#), and [r sound](#) all link with exactly the same technique, no matter if the s sound is the final sound of the first word, or the first sound of the second word. We cannot hear (from this limited context) a difference between the following phrases.

*Kate's\_creams* and *Kate\_screams* [Play](#) Listen to the following linked phrases.

keep\_thinking  
last\_sunday

With linking, speakers need to learn to link sounds that are not commonly near each other within words. For example, in the phrase keep thinking, we link the [p sound](#) to the [th sound](#). There are no words in English language (with the exception of compound nouns) that have a p sound followed by a th sound. However, the linking between these words occurs the same as it does when other words link a stop to another sound. With this phrase, we link the words by stopping the air with our lips, as we normally would for the p sound, but we release the air with the th sound.

With the phrase *last\_Sunday*, we link the words by stopping the air with our tongue for the t sound, but release it as the s sound.

### Linking discontinuous consonants to the same sound

There are two pronunciation options for when a stop or affricate is linked to the same sound; (1) the sound is may only said one time, and shared with both words or (2) the first sound may be said very quickly with only a tiny release of air between words.

Listen to the following linked phrases.

take\_care (linked stops)  
orange\_juice (linked affricates) [Play](#)

When linking the same stop sound, it is more likely that the sound is said only once, as in the example take\_care, and shared with both words. When linking affricates, the sound may be said twice, but said very quickly the first time, as in the example orange\_juice.

### To sum up:

To link from a discontinuous consonant to another sound, the air is stopped in the vocal tract as normal, but the release of the air is said as the first sound of the

next word. If the linked discontinuous consonant is to the same sound, different techniques may apply.

### Linking from the letter *t* in American English Pronunciation

The letter *t* is one of the most versatile letters in English pronunciation. In American English, there are four common pronunciations used for the letter *t*. There are huge variations of the pronunciation of the letter *t* among the different large English dialect groups (British, Australian, and American). The rules listed here **cannot** be used as guides for any dialect other than American English pronunciation.

#### Basically, the letter *t* can:

1. Sound like a regular *t* sound (as in the word *time*)
2. Sound like a quick *d* sound (as in the word *little*)
3. Become a glottal stop (as in the word *partner*)
4. Be ignored and have no sound at all (as in the word *center*)

The rules for these alternative sounds are discussed in depth in the [when \*t\* doesn't sound like \*t\*](#) lesson.

It is important to realize that the rules for the letter *t* are still true when the *t* sound is the final sound of a word, linking to the word that follows it. Listen carefully to the following examples.

#### Sound like a regular *t* sound

SQUID: It took two days to type the tentire tory.

WILMA: Why did it take so long?

SQUID: I spilled tea on it, so I had to retype it.

#### Sound like a quick *d* sound

SQUID: We should meet t at t Anne's after the meetting tomorrow.

WILMA: I'll think about t it.

### Become a glottal stop

SQUID: Did you eat my sandwich?

WILMA: Yeah, I forgott my lunch at home.

SQUID: So you ate mine?

### Be ignored and have no sound at all

SQUID: We should buy more cookies. A percentt of the profit goes to charity.

WILMA: I don'tt really think that's why you want them!

### To sum up:

The sounds before and after the *t sound*, namely *vowel sounds*, the *r sound*, *l sound*, *m sound* and *n sound* all can alter the letter *t* pronunciation. The *t sound* is also dependent on its placement in a word and syllable stress for determining the most likely pronunciation.

### Linking Vowels

Most sounds are linked together by blending one sound into the next (linking consonants and vowels, linking continuous consonants), or by combining the sounds together (linking stops and affricates). When linking a vowel to another vowel, however, the sounds are not blended together. Instead, Americans link vowels by adding a *y sound* or a *w sound* between the words.

**Example:** linking vowels with a *y sound*

I\_y\_admire [Play](#)

**Example:** linking vowels with a *w sound*

do\_w\_it

- Many non-native speakers tend to do one of two things when linking vowels; they either blend the vowels (which makes the sounds less clear), or they briefly stop all sound by closing the airflow at the back of the throat (called a glottal stop). While the glottal stops cause fewer



miscommunications than blending vowels into one another, it does create speech that sounds choppy and non-fluent when it is used incorrectly.

- To create a smooth, fluid link between a word that ends in a vowel sound and a word that begins with a vowel sound, a quick *y sound* or *w sound* is added between the words, connecting one word to the next. This allows the listener to perceive both words as separate, while never needing to stop the airflow between words.
- Deciding whether to link vowels together with a *y sound* or a *w sound* will eventually come naturally to the speaker. Linking with the wrong sound will feel and sound awkward.
- Try saying the phrases with a *w sound* instead to hear the difference between a correct and incorrect pronunciation.
- I\_y\_admire  
very\_y\_old  
he\_y\_asked [P](#)
- Try saying the phrases with a *y sound* instead to hear the difference between a correct and incorrect pronunciation.
- do\_w\_it  
now\_w\_on  
new\_\_w\_ice skates

### To review Linking Sound

To link a consonant sound to a vowel sound, the consonant sound is shared by both words.

wake\_up and way\_cup  
mice\_eat and my\_seat

## Linking the Word the

**Rule# 1: the +consonant**      the\_dog  
    the\_biscuit  
    The\_dog ate  
    the\_biscuit.

**Rule# 2: the + vowel**            the\_y\_afternoon  
    The\_y\_optometrist took  
    the\_y\_afternoon off.

**Rule# 3: the + long e**            the\_emotions  
    The\_emotions of  
    the\_enormous  
    catastrophe were strong.

## Linking the same continuous consonant

enough\_food  
 wants\_some\_more

## Linking Different Continuous Consonants

SQUID: It's\_still\_snowing,      because\_she  
    isn't it?                                fresh\_fruit  
 WILMA: No,  
    it's\_raining\_now.

### Linking from the letter t

Sound like a regular t sound (as in the word *time*)

Sound like a quick d sound (as in the word *little*)

Become a glottal stop (as in the word *partner*)

Be ignored and have no sound at all (as in the word *center*)

## Fourteenth class

### Review: Exercises

#### Vowels and diphthongs

- i as in tree /tri/
- ɪ as in insect /ɪnsekt/
- e as in bet /bet/
- æ as in cat /kæt/
- ɑ as in car /kɑ/ British, /kɑr/ American
- ɒ as in bought /bɒt/
- ɔ as in saw /sɔ/
- ʊ as in as in foot /fʊt/
- u as in boot /bu/
- ʌ as in up /ʌp/
- ɜ as in fur /fɜ/ British, /fɜr/ American
- ə as in ago /ə'gəʊ/
- eɪ as in play /pleɪ/
- əʊ as in know /nəʊ/
- aɪ as in sky /skaɪ/
- aʊ as in how /haʊ/
- ɔɪ as in boy /bɔɪ/
- ɪə as in near /nɪə/ British, /nɪər/ American
- eə as in where /weə/ British, /weər/ American
- ʊə as in pure /pjʊə/ British, /pjʊər/ American



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**Consonants**


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p	as in play	/pleɪ/
b	as in boy	/bɔɪ/
t	as in tree	/tri/
d	as in dog	/dɒg/
k	as in cat	/kæt/
g	as in got	/gɒt/
tʃ	as in chin	/tʃɪn/
dʒ	as in judge	/dʒʊdʒ/
f	as in fine	/faɪn/
v	as in visit	/ˈvɪzɪt/
θ	as in thin	/θɪn/
ð	as in then	/ðen/
s	as in sick	/sɪk/
z	as in zoo	/zu/
ʃ	as in shine	/ʃaɪn/
ʒ	as in vision	/ˈvɪʒn/
h	as in how	/haʊ/
m	as in much	/mʌtʃ/
n	as in now	/naʊ/
ŋ	as in sing	/sɪŋ/
l	as in leg	/leg/
r	as in read	/rɪd/ or /red/
j	as in yes	/jes/
w	as in wet	/wet/

Circle the correct phonetic transcription.

Example:

Rather-      /rɑ:ðə/      /rɑ:θə/

1. Sad-      /sɑ:d/      /sæd/

2. Stood      /stud/      /stɒ:d/

3. Cry      /kraɪ/      /kreɪ/

4. Sing      /sɪŋ/      /si:ŋ/

5. But      /bʊt/      /bʌt/

6. Caught      /kʌt/      /kɔ:t/

7. Nice      /naɪs/      /neɪs/

8. Toy      /tɔɪ/      /teɪ/

9. Fair      /feə/      /fuə/

10. Strong      /strɒŋ/      /strɔŋ/

11. Wild      /weɪld/      /waɪld/

12. Cheese      /ʃi:z/      /tʃi:z/

*Choose the correct answer*

1. Cut  
a. /kʌt/   b. /kɜ:t/   c. /ku:t/
2. Jar  
a. /ʃɑ:/   b. /dʒæ/   c. /dʒɑ:/
3. Food  
a. /fʌd/   b. /fʊd/   c. /fu:d/
4. Very  
a. /vəri:/   b. /vʌri:/   c. /veri:/
5. Show  
a. /dʒʊə/   b. /ʃeə/   c. /ʃəʊ/
6. Young  
a. /jʌŋ/   b. /ɪʌŋ/   c. /yʌŋ/
7. Pleasure  
a. /pleɪə/   b. /plɜ:ʃə/   c. /pleʃə/
8. No  
a. /nʊə/   b. /nəʊ/   c. /nɔɪ/
9. Oil  
a. /ɔ:l/   b. /ɔɪl/   c. /ʊəl/
10. Turn  
a. /tʌn/   b. /tɜ:n/   c. /tɒn/
11. Fort  
a. /fɜ:t/   b. /fʌt/   c. /fɔ:t/



## Phonetics Exercise

A Easy ones: Transcribe the phonetics into words.

Phonetics	Word	Phonetics	Word
/ bed /	.....	/ deɪ /	.....
/ dɒg /	.....	/ mæn /	.....
/ bɪg /	.....	/ wʊmən /	.....
/ sɔɪl /	.....	/ ɡɜ:l /	.....

B Rosetta Stone: Use the examples to decipher the words.

Phonetics	Word	Phonetics	Word
/ ɔ:lðəʊ /	although	/ dʒeɪmz /	James
/ 'bɜ:θdeɪ /	birthday	/ kwɪz /	quiz
/ bəʊθ /	both	/ 'teləvɪʒən /	television
/ 'tʃɑ:mɪŋ /	charming	/ jes /	yes

Phonetics	Word	Phonetics	Word
/ 'ɔ:lweɪz /	.....	/ aɪs /	.....
/ ə'meɪzɪŋ /	.....	/ 'ɪntəvju /	.....
/ 'ɔ:fəl /	.....	/ 'ɪnrəstɪŋ /	.....
/ bɔ:t /	.....	/ lɑ:f /	.....
/ kʌm /	.....	/ lʌv /	.....
/ 'kʌzən /	.....	/ 'mʌni /	.....
/ 'draɪvɪŋ /	.....	/ mju'zi:əm /	.....
/ ɪɡ'zɔ:stɪd /	.....	/ 'peərənts /	.....
/ aɪz /	.....	/ saɪəns /	.....
/ 'feɪvrət /	.....	/ sɪns /	.....
/ faɪnd /	.....	/ sməʊk /	.....
/ 'fɒləʊd /	.....	/ tɔ:k /	.....
/ frenz /	.....	/ tɔ:l /	.....
/ gest /	.....	/ 'vedʒtəbəl /	.....
/ 'hederk /	.....	/ 'wa:drəʊb /	.....

1 Underline the word in each group which does NOT sound the same.

- |   |         |        |         |   |        |      |       |    |      |       |       |
|---|---------|--------|---------|---|--------|------|-------|----|------|-------|-------|
| 1 | brake   | break  | brick   | 5 | hall   | hole | whole | 9  | soon | son   | sun   |
| 2 | dear    | deer   | die     | 6 | know   | no   | now   | 10 | soil | sole  | soul  |
| 3 | farther | father | further | 7 | meat   | meet | met   | 11 | suit | suite | sweet |
| 4 | hear    | here   | hire    | 8 | read * | red  | ride  | 12 | weak | week  | wick  |
- \* in the past

B Underline the syllable that contains schwa in each word or phrase.

- 1 ago
- 2 mother
- 3 The man
- 4 Fish and chips
- 5 Oh no. Not again.
- 6 What's for lunch?
- 7 He can play football.
- 8 Look at that funny man.
- 9 What's it all about then?
- 10 I'm sorry but she's not in.
- 11 Did they go to New York?
- 12 She can't come from Sydney.
- 13 Can she come back tomorrow?

1 Short and long vowels: in the following groups of words underline the word which contains the short form of the vowel.

- |   |       |       |       |       |   |        |        |        |      |
|---|-------|-------|-------|-------|---|--------|--------|--------|------|
| 1 | march | heart | fun   | calm  | 5 | rich   | meal   | reach  | eat  |
| 2 | farm  | mark  | vase  | come  | 6 | caught | what   | bought | port |
| 3 | but   | smart | march | can't | 7 | short  | taught | sport  | dot  |
| 4 | each  | wheel | hill  | bean  | 8 | full   | pool   | fool   | Luke |

2 The stress or accent on English words.

Look at the chart below. Each number represents a syllable. The underlined or big number represents the stressed syllable. Place the words under the chart into the correct columns.

<u>1</u> -2-3	1- <u>2</u> -3	1-2- <u>3</u>
1 .....	10 .....	15 .....
2 .....	11 .....	
3 .....	12 .....	
4 .....	13 .....	
5 .....	14 .....	
6 .....		
7 .....		
8 .....		
9 .....		



C Use your dictionary or your teacher to match the words with their vowel sounds.

Words ending in vowel-consonant-E		Words with long vowels	
fine	/eɪ/	arm	/ɜː/
name	/iː/	born	/ɑː/
note	/aɪ/	curl	/ɔː/
rule	/əʊ/	feet	/iː/
scene	/uː/		

D Use your dictionary to add the phonetic transcriptions. What is strange about each column?

want .....	come .....	cough .....	dream .....
was .....	done .....	thought .....	head .....
watch .....	<u>money</u> .....	though .....	heart .....
what .....	month .....	through .....	real .....

*The end*

*Good luck.* 😊 😊