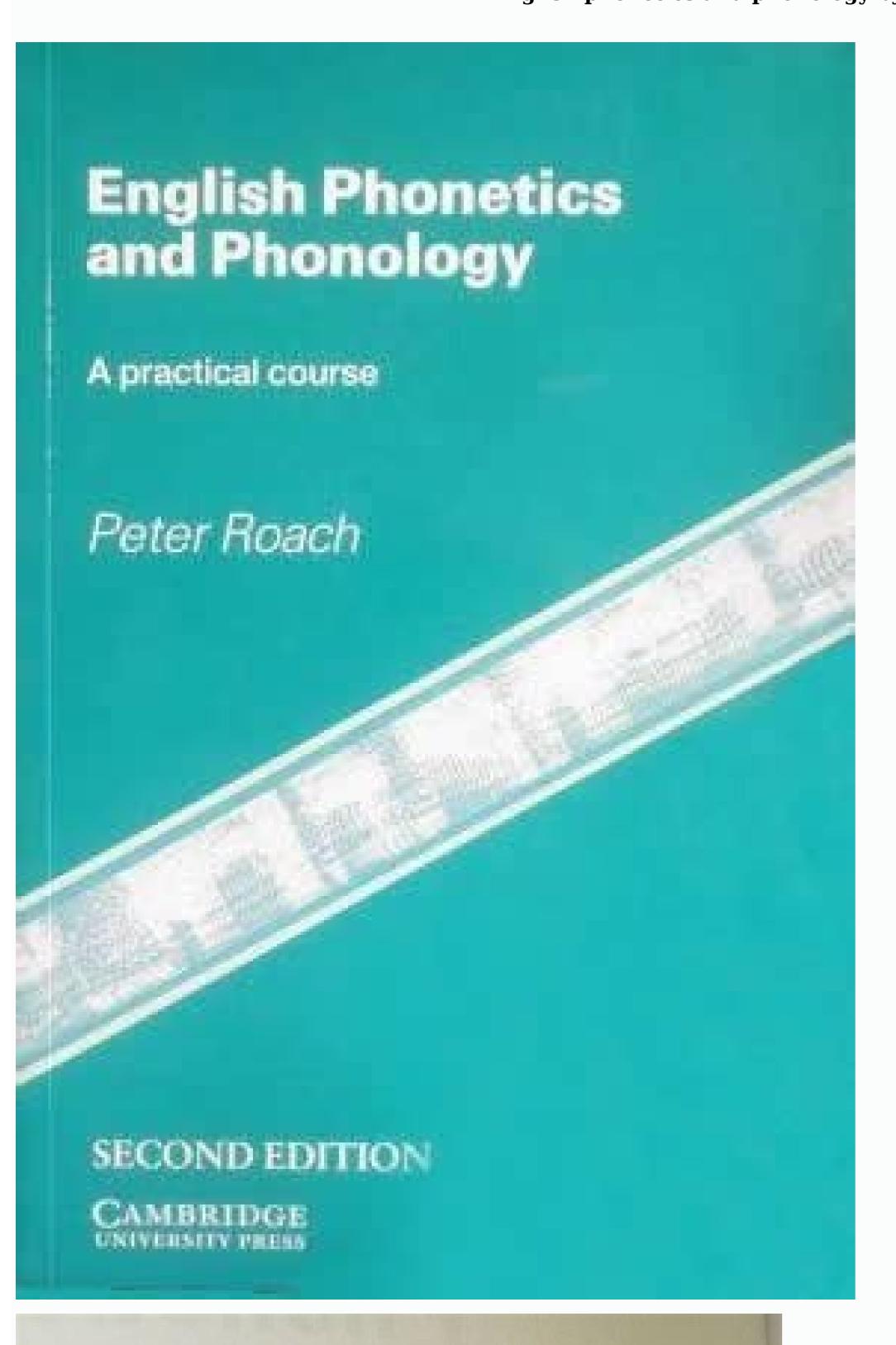
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- ii) Spelt with 'ar'; strong pronunciation would have a: 'particular' patikjala 'molar' moulo 'monarchy' monaki
- iii) Adjectival endings spelt 'ate'; strong pronunciation would have en
- 'accurate' æk jorot 'intimate' intimat 'desolate' desolat (although there are exceptions to this: 'private' is usually praivit)
- iv) Spelt with 'o'; strong pronunciation would have n or au
 - 'tomorrow' tempreu 'potato' patertau 'carrot' kærət
- v) Spelt with 'or'; strong pronunciation would have 5:
- 'forget' faget 'ambassador' æmbæsədə 'opportunity' ppat[u:nati vi) Spelt with 'e'; strong pronunciation would have e
- 'settlement' setImont 'violet' varələt 'postmen' poustmon vii) Spelt with 'er'; strong pronunciation would have 3:
- 'stronger' stronge 'perhaps' pahæps 'superman' su:pəmæn
- viii) Spelt with 'u'; strong pronunciation would have A 'autumn' o:təm 'support' sapo:t 'halibut' hælibət
- ix) Spelt with 'ough' (there are many pronunciations for the letter-sequence 'ough') 'thorough' OAFD 'borough' bara
- x) Spelt with 'ou'; strong pronunciation might have ao 'gracious' grei∫əs 'callous' kæləs

9.3 Close front and close back vowels

TSRN 976 0 521 66087 5

Two other vowels are commonly found in weak syllables, one close front (in the general region of i:, 1) and the other close back rounded (in the general region of u:, o). In strong syllables it is comparatively easy to distinguish i: from 1 or u: from 0, 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'. There are accents of English (e.g. Welsh accents) in which the second syllable sounds most like the i: in the first syllable of 'easy', and others (e.g. Yorkshire accents) in which it sounds more like the 1 in the first syllable of 'busy'. In present-day BBC pronunciation, however, the matter is not so clear. There is uncertainty, too, about the corresponding close back rounded vowels. If we look at the words 'good to eat' and 'food to eat', we must ask if the word 'to' is pronounced with the o vowel phoneme of 'good' or the u: phoneme of 'food'. Again, which vowel comes in 'to' in 'I want to'?

English Phonetics and Phonology A practical course English Phonetics and Phonology: A practical course by Peter Roach has been a leading coursebook on English pronunciation for twenty-five years. It presents the basic theoretical material needed to understand phonetics, phonology and the pronunciation of English in the form of a 20-unit course. Each unit ends with notes on issues that deserve further study and recommendations for further reading, as well as notes for teachers and written exercises. In addition, there are audio exercises for every chapter of the course on the two accompanying CDs. The new edition adds to this a website with additional written and spoken exercises, as well as a wealth of other material offering a wider perspective on the subject. Combines examination of theoretical matters with extensive practice material Designed as a 20-unit course which is suitable both for self-study or group work . Includes notes for teachers working with a class and an answer key at the back of the book Is suitable for beginners who are expected to achieve a thorough working knowledge of English phonetics and phonology · Includes updated references and bibliography, greater coverage of different varieties of English Visit www.cambridge.org/elt/peterroach for additional exercises and resources Peter Roach has taught phonetics and English pronunciation in France and Spain and has been a visiting lecturer in many countries around the world. He is the principal editor of the Cambridge English Pronouncing Dictionary, 17th edition, and a member of the International Phonetic Association, the British Association of Academic Phoneticians and IATEFL. Before retiring in 2003 he was Professor of Phonetics and Head of the School of Linguistics and Applied Language Studies at the University of Reading. He is now Emeritus Professor of Phonetics at the University of Reading. CAMBRIDGE FRNST KLETT Dictionary SPRACHEN GMBH

If you want to see how these words are spelt when you have fin ished the exercise, you will find them in the answers section. In phonology we try to analyse what the restrictions and regularities are in a particular language, and it is usually found helpful to do this by studying the syllables of the language. One of the most important tasks in analysing intonation is to listen to the speaker's pitch and recognise what it is doing; this is not an easy thing to do, and it seems to be a quite different skill from that acquired in studying segmental phonetics. The use of these components has the result that the subordinate tone-units are less easy to hear. For example, if we represent the pitch range by drawing two parallel 15 Intonation i 123 lin es representing the highest and lowest limits of the range, then anormal unemphatic yes' could be diagrammed like this: "x but a strong, emphatic yes' like this: "x but a strong, emphatic yes' could be diagrammed like this: "x but a strong, emphatic yes' like this: "x but a strong and empha so that we cand is tinguish be tween: \yes and t\yes Anyof the tonespresented in this chapter may be given extrapitch height, but since this course is based on normal, une motional speech, the symbol will be used on normal, une motional speech, the symbol will be used on normal, une motional speech, the symbol will be used in this exercise) and put the appropriate tone-mark before the tonic syllable, c) Identify any stressed syllable and place a stress mark 1 before each. What is the difference between A and B? I n a d d itio n, it s o me time's see em's as if s o me to ne's unit s(though on ly a sm all n u m ber, known as compound to n e - u n its) c o n ta in n o t o n e b u t tw o to n ic syllables, a lm o s t alw ays w ith the first syllable h a v in g a fall o n it a n d th e o th e r a rise. t cl c J k g q G q n Ji n; j j [R r V 6 5 s z f Palatal § J 3 There are many other differences between American and English pronunciation, many of them the subject of comic debates such as "You say tomato (ta'm eitau) and I say tomato (ta'maitau)." Scottish There are many accents of British English, but one that is spoken by a large number of people and is radically different from BBC English is the Scottish accent. The distinction between long and short vowels does not exist, so that good', 'food' have the same vowel, as do 'Sam', 'psalm' and 'caught', 'cot'. When writers say that intonation has accentual function they imply that the placement of stress is something that is determined by intonation. Whatever B replies to this last utterance of A, it would be most unlikely to be /yes again, since A has clearly finished her instructions and it would be pointless to "prompt" her to continue. You will also need to stop the recording to check your answers. Notes fo r teachers Whether learners should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to produce glottalisation of p, t, k, tj must depend on the level of the learner should be taught to p the level of the learner should be taught to p the level of the l phonetics I have written a basic introductory book on general phonetics, called Phonetics in the series 'Oxford Introductions to Language Studies' (Oxford: Oxford University Press, 2002). For example: the 'buswas \late is 'that the /e nd In the low head the stressed syllable which be gins the head is low in pitch; usually it is lo w e r th a n th e b e q in n in q p itc h o f th e to n e o n th e to n ic syllable. In a similar way, in suprasegmental phonology it is claimed that utterances may be divided up into tone-unit begins. (2005) Speech Sounds, 2nd edn., London: Routledge, haer) sirjirj tag haerp ror) baerjirj tag haerp ror) baerjirj tag haerp ror) baerjirj tag haerp and repeat: sirja haer) logig nrjir) baerp singer hanger longing ringing banger Exercise 3 "Clear" and "dark" 1 "CLEAR 1" BEFORE VOWELS Listen and repeat: help help fil0 filth belt belt feild failed milk milk welj Welsh Exercise 4 r Listen and repeat, concentrating on not allowing the tongue to make contact with the roof of the mouth in pronouncing this consonant: earig airing riirait rewrite terrorist aerau arrow Exercise 5 j and w Listen and repeat; ju: you join yawn jiayear jua your wei way wo: war win win wea wear rears rarer herir) herring mira mirror roirir) roaring Audio U nit 8 Exercise 6 Consonant clusters 181 D ic ta tio n of w ord s When you hear the word, write it down using phonemic symbols. But, as many writers have pointed out, it would be quite reasonable to transcribe them with b, d, g instead. 1 2 3 4 5 sing' sir) 'sung5 SA13 'singing5 sir)in 'day5 d e: 'buy5 b a i 'go5 g o : 'now5 n a u 'own5 o : n 'mother5 niAva 'think 5 f i g k 'lip5 lip 'help5 e w p 'mother5 rriAdar 'car5 k a : r t 'calm5 k a : r t 'c a: d a r'cart5 ka: r t'aerial5 e: r i a l'ideal5 a i d i a l'Norma5 no:mal 'plaster5 p l a: s t a r'grass5 g r a: s 'gas5 g a s Recorded exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not English; however, those exercises are mainly intended for students whose native language is not exercise and the exercise are mainly intended for students whose native language is not exercise are mainly i 10.1, 10.2, 11.5, 12.3, 13.1, 13.2, 13.3, all of Audio Unit 14 and Exercise 19.2) and those which give practice in intonation (Audio Units 15-20) will be useful to native speakers as well. a) (he wrote the letter in a sad way) he wrote the letter in a sad way in a sad five d) four plus six divided by two equals seven e) we broke one thing after another fell down f) we broke one thing after another that night 20 Varieties of English pronunciation and the reasons for choosing the accent that is described in this book. Jenkins, J. Only by studying both the phonetics and the phonetics are provided by the phonetics and the phonetics are provided by the phonetics and the phonetics are provided by the phonetic by the phon to be described are not paired in this way, a few points that still have to be made about fortis consonants are included in this chapter. 19.3 The discourse function of in to n atio n If we think of linguistic analysis as usually being linked to the sentence as the maximum unit of grammar, then the study of discourse attempts to look at the larger contexts in which sentences occur. Now consider this utterance: is it / you 130 English Phonetics and Phonology The third syllable is more prominent than the other two and carries a rising tone. Crystal, D. The 1 is then devoiced (i.e. produced without the voicing found in most reali sations of this phoneme) and pronounced as a fricative. This rather long discussion of the phonemic status of tf, d3 shows how difficult it can be to reach a conclusion in phonemic analysis. a) initial position (1-15) b) medial position (6-10) c) final position (11-15) Now check your answers. It should by now be clear that there is a great deal of difference between the way words are pronounced in isolation and their pronunciation in the context of connected speech. Transcription of connected speech 199 Answers to written exercises Chapter i 1 i) BBC (BBC Pronunciation); ii) RP (Received Pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 2 Accent is concerned only with pronunciation); iii) GB (General British) 3 Accent is concerned only with pronunciation); iii) Accent is concerned only with pronunciation in the concerned lexical factors. Experiments have shown that we tend to hear speech as more rhythmical than it actually is, and one suspects that this is what the proponents of the stress-timed rhythm. For example, they only occur before vowel phonemes; this is a typically consonantal distribution. Ball and J. 14 Aspects of connected speech 117 Goldsmith (1990: Chapter 4) and Katamba (1989: Chapter 11. Paralinguistic Mention was made above of facial expressions, gestures and body movements. For example, this may happen to the nin 'front': when this happens the preceding vowel becomes nasalised some of the air escapes through the nose. Many problems remain, however. Since there is only one fricative with glottal place of articulation, it would be rather misleading to call it fortis or lenis (which is why there is a line on the chart above dividing h from the other fricatives). In the following example of articulation, it would be rather misleading to call it fortis or lenis (which is why there is a line on the chart above dividing h from the other fricatives). t the same pitch as the stressed on the traditional working-class accent of Bristol, where words of more than one syllable do not usually end in a The accent is rhotic, so where there is an \(\text{Y} \) in the spelling (as in 'mother5) and r is pronounced: where the spelling does not have \(\text{V} \), and 1 sound is added, resulting in the loss of distinctiveness in some words (cf. If the final syllable of the stem is strong, that syllable receives the stress. (1996) Intonational Phonology, Cambridge University Press. E xercise 4 P ro n u n c ia tio n of stressed s y lla b le s When you hear the number, say the sentence from the list in Exercise 3, taking care to stress the correct syllables. The tongue blade is raised to make a closure against the alveolar ridge, the vocal folds are sepa rated and voicing ceases. They would eventually come to the conclusion about the written characters 'a' and V that the former occurs most often in printed and typed writing while the latter is more common in handwriting, but that if you substitute one for the other it will not cause a difference in meaning. Suprasegmental phonology Many significant sound contrasts are not the result of differences between phonemes. When we find this strict separation of places where particular realisations can occur, we say that the realisations are in complementary distribution. DIACRITICS V Primary stress A dvanced | - X T is to d t d Apical Laminal U Nasalized e N asal release dn Lateral release to what we have been marking with ||) is given the symbol %, but it must also be given a H or a L tone. Compounds are written in different ways: sometimes with the words separated by a hyphen (e.g. 'open-minded', 'cost-effective'); and sometimes with two words separated by a

```
space (e.g. 'desk lamp', 'battery charger'). f) All are approximants (they create very little obstruction to the airflow). It has the advantage of being economical on phonemes and very "neat and tidy". Exercise 4 P rod u c tio n The following are all English words; they are given only in phonemic transcription. For example, if you heard 'sixth time
 pronounced without the 0 fricative at the end of the first word you would write siks taim, and the elision would be clearly indicated in this way. Bibliography 225 O'Connor, J. The choice of a slow, careful style is made for the sake of convenience and simplicity; learners of English need to be aware of the fact that this style is far from being the only one
they will meet, and teachers of English to foreigners should do their best to expose their students to other varieties. This is not the same thing as saying that any tone can be used in any context: the point is that no particular tone has a unique "privilege of occurrence" in a particular context. Dalton and B. 222 Bibliography 223 Collins, B. It is
important to note that in addition to the many symbols on the chart there are a lot of diacritics - marks which modify the symbol in some way; for example, the symbol for cardinal vowel no. comfort+-able anchor+-age refuse+-al (refusal) wide+-en (widen) wonder+-ful amaze+-ing (amazing) devil+-ish bird+-like power+-less hurried+-ly punish+-ment
 yellow+-ness poison+-ous glory+-fy (glorify) other+-wise fun+-y (funny) 188 Recorded exercises Exercise 3 S tre s s -m o v in g s u ffix e s When you hear the stem word, say it with the suffix added and put the stress on the last syllable of the stem. If this is done, the sound is still identified as the phoneme b, even though we can hear that it is different
in some way. Generalisations such as these are, however, very broad, and foreign learners do not find it easy to learn to use intonation through studying them. D. Goldsmith, J. We can find pairs of words showing the difference between this sound and the voiced sound w: 'witch' w i t j 'wail' w e i l 'Wye' wai 'wear' w e a 'which' Mitf 'whale' A \e il
 'why' Mai 'where' A vea The obvious conclusion to draw from this is that, since substituting one sound for the other causes a difference in meaning, the two sounds must be two different phonemes. (1964) Systems of Prosodic and Paralinguistic Features in English, The Hague: Mouton. In similar contexts d would become b, d and g, respectively, and
n would become m, n and r); examples of this would be: 'good boy' gub boi, 'bad thing' baed 0ir), 'card game' ka:g geim, 'green paper' griim peipo, 'fine thought' fain 0o:t, 'ten girls' ter) y 3 i l z . Williams, B. As with assimilation, elision is typical of rapid, casual speech. Audio U nit 4 Plosives 173 ei mate m eit made r a it ride k o it buoyed main m eid
m ein mace m eis ai right raid rhyme raim rice Boyne born Royce rois close k la u s fierce fia s rais 01 quoit b o id 3U coat kaut code kaud cone gaut loud la u d gown kaun au gout gaun 13 feared fia d cared kead ea cairn k esn scarce sk eas ua moored Exercise 7 m uad T ra n s c rip tio n Write the symbol for the diphthong you hear in each
word. 166 English Phonetics and Phonology A typical adult pronunciation would be likely to use a sequence of falling tones, like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had to \ buv some But the "upspeak" version would sound like this: I was in 'Marks and \ Spencers | In the \food section | They had the \food section | They ha
had this / chocolate cake 11 just 'had to \ buv some (with a falling tone only on the last tone-unit). This seems to be true in every society, and many people do this specially to annoy their parents and other people do this specially to annoy their parents and other people do this specially to annoy their parents to understand what they are saying to their
friends. There is little difference in the pronunciation in different ways in which we make a mark on a piece of paper to represent
a particular (abstract) letter of the alphabet. The idea that a is an allophone of many English vowels is not a new one. When we produce h in speaking English Prosody (London: Edward Arnold, 1986). (1953) 'Vowel, consonant and
syllable: a phonological definition', Word, vol. However, if one addsex trap itch he ight to a tone to ne to
and Phonology but the degree varies between a minimum value (arhythmical) and a maximum value (completely stress-timed rhythm). The phonetic symbol for this sound is 1. Ashby, Speech Sounds (Second Edition, London: Routledge, 2005). You could say the landscape's been completely transformed, but most people don't seem to mind. Fletcher,
An Introduction to Phonetics and Phonology (Third Edition, Oxford: Blackwell, 2007). Each has its own advantages and disadvantages and disadvantages and the latter with
i: (the difference being entirely in the length mark); other writers have said that the length (or quantity) difference is less important than the qual ity difference, and transcribe the vowel of 'bit' with the symbol i and that of 'beat' with i. Assimilation is something which varies in extent according to speaking rate and style: it is more likely to be found in
rapid, casual speech and less likely in slow, careful speech. Moreover, it would be appropriate; it is, in fact, almost impossible to find a context where one could not substitute a different tone. Readers unfamiliar with the study of discourse may find some initial difficulty
appropriate pitch movement between the lines. We do not yet know enough about the phonological functions of stress and intonation, and not enough work has been done on comparing accents in terms of these factors. If there is time, students should now be encouraged to go back to some of the more difficult Audio Units dealing with connected
speech (say from Audio Unit 12 onwards, missing out Audio Unit 15); they will probably discover a lot of things they did not notice before. In a on e -sy llable m u s t h av e on e of the five to n e s d e s c rib e d in C h ap te r 15. 215-30. 1 In this exercise you must look at phonetically transcribed material from an
English accent different from BBC pronunciation and decide on the best way to interpret and transcribe it phonemically. Forexample, the word 'here's will be said in much the same way in the following two utterances: / here's will be said in much the reare of the resyllables following the tonic syllable (i.e.
th e re is a ta il), we f in d th a t th e p itc h m o v e m e n t o f th e to n e is n o t c o m p le te d o n th e to n ic syllable. It often happens that foreigners who have learned to pronounce English as it is spoken in England find life very difficult when they go to Scotland, though in time they do manage to deal with the pronunciation differences and
communicate successfully. If you do this, it is very important not to produce a k or g at the end - pronounce the r) like m or n. Perhaps the best way to start is to ask ourselves what would be lost if we were to speak without intonation: you should try to imagine speech in which every syllable was said on the same level pitch, with no pauses and no
changes in speed or loudness. TWO-SYLLABLE WORDS VERBS deceive J a i p a n sharpen k a l e k t collect p r o n a u n s pronounce k o p i copy 1 d i si :v 2 3 4 5 6 obd3ekt object 7 knqka conquer 8 n k o i d record 9 p o l l /polish 10 d i p e n d depend ADJECTIVES 1 i:zi easy 2 k a m p l i i t complete 3 meid33 major 4 a t a u n alone 5 b i b u below 6 7
8 9 10 yellow early sablaim sublime he vi heavy alaim sublime he vi heavy alaiv alive je tau 3:li NOUNS 1 bi Jap 2 3 4 5 bishop se spektaspect afe a affair kaipit carpet difit defeat office arei array 8 patraul patrol 9 dentist 10 oitsm autumn of is THREE-SYLLABLE WORDS VERBS 1 2 3 4 5 entertain rezarek t resurrect abaen dan
abandon diliv a deliver intar Apt interrupt en totein 6 il is it elicit 7 kDmandia commandeer 8 ima e d 3 in imagine 9 dit 3 imi n determine 10 separate Audio Unit 11 Complex word stress 187 ADJECTIVES important enormous derali kt derelict desimalaeb no ima labnormal 1 impoitnt 12 3 4 5 ino imas 6 inst
ant insolent 7 faentae stik fantastic 8 negstiv negative 9 askjarat accurate 10 Anlaikli unlikely NOUNS 1 f'jrnitfa furniture 2 dizaista disaster 3 disaipl disciple 4 aembjal ans ambulance 5 kwnntativ Audio Unitn Exercise i 6 7 8 9 10 cathedral hotakoi stransistor aeksidntacident ta
m a i t a u tomato k a O iid rs l Com plex w ord stress S tre s s -c a rry in g s u ffix e s a) When you hear the number, pronounce the word with stress on the suffix. D ra w u n d e r n e a th th e m a d ia g ra m o f th e p itc h m o v e m e n ts, le a v in g a g ap b e tw e e n ea c h syllable. 96-101. If B replies /n o he is inviting A to tell him, while a response
of o would be more likely to mean that he does not know and is not expecting to be told. The sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I hope that she will' is pronounced ai laik daet (strong form); the sentence 'I hope that she will' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced ai laik daet (strong form); the sentence 'I like that' is pronounced at laik daet (strong form); the sentence 'I like that' is pronounced at laik daet (strong form); the sen
writers on the pronunciation of British English owe a debt to Daniel Jones, whose book An Outline of English Phonetics first appeared in 1918 and was last reprinted in its Ninth Edition (Cambridge University Press, 1975), but the book, though still of interest, must be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date. No te for teachers Since this is a theoretical chapter it is not be considered out of date.
difficult to provide practical work. Each will be said twice. C. When is primary stress placed on the first constituent word of the compound and when on the second? One of the most interesting developments of recent years has been the emergence of a theory of discourse intonation. It is important to remember that in their negative form (i.e.
combined with 'not') they never have the weak pronunciation, and some (e.g. 'don't', 'can't') have different vowels from their non-negative strong forms. The treatment of intonational subordination is based not on the work of Brazil but on Crystal and Quirk (1964: 52-6) and Crystal (1969: 235-52). The place of articulation of r) is the same as that of k
g; it is a useful exercise to practise making a continuous 13 sound. Tench, P. Write an appropriate tone symbol. We have now moved on from looking at syllables to looking at words, and we will consider certain well-known English words that
this assimilation has become fixed as part of the phonological structure of English syllables, since exceptions are almost non-existent. The difficulty with this explanation is that articulators are always in some positional relationship with each other, and any vowel articulation could also be classed as an approximant - but the term "approximant" is
usually used only for consonants. Only in special contexts do we hear friction noise in j or w; this is when they are preceded by p, t, k at the beginning of a syllable, as in these words: 'pure' pjua 'tune' tjum 'queue' kju: (no English words begin with pw) 'twin' twin 'quit' kwit When p, t, k come at the beginning of a syllable and are followed by a vowel,
they are aspi rated, as was explained in Chapter 4. 5.2 Symbols and transcription You have now seen a number of symbols of several different sorts. (If this point seems difficult, think of the comparable case of sentences and words: a sound or letter that comes at the end of a sentence must necessarily also come at the end of a word, so that the final key are aspirated, as was explained in Chapter 4. 5.2 Symbols and transcription You have now seen a number of symbols of several different sorts.
of the sentence 'This is a book' is also the final k of the word 'book'.) Unfortunately, rules often have exceptions. A few meanings have been introduced, but each tone may have many more such meanings have been suggested for the five tones that have been introduced, but each tone may have many more such meanings have been suggested for the five tones that have been introduced, but each tone may have many more such meanings. You must transcribe these words using the phonemic symbols that you have learned in the first three
chapters. Brazil, D. The attitudinal use of intonation is something that is best acquired through talking with and listening to English speakers, and this course aims simply to train learners to be more aware of and sensitive to the way English speakers, and this course aims simply to train learners to be more aware of and sensitive to the way English speakers, and this course aims simply to train learners to be more aware of and sensitive to the way English speakers, and this course aims simply to train learners to be more aware of and sensitive to the way English speakers.
medial and final positions, as shown in the example words. 116 English Phonetics and Phonology Many ingenious minimal pairs have been invented to show the significance of juncture, a few of which are given below: • 'might rain' m a i t r e i n (r voiced when initial in 'rain', a i shortened), vs. An additional factor is that in speaking English we vary in the example words.
how rhythmically we speak: sometimes we speak arrhythmically (i.e. without rhythm) if we are hesitant or nervous. It is usually said that the plosive and the following fricative must be made with the same articulators - the plosive and fricative must be
homorganic. Phonological differences are of various types: again, we can divide these into segmental and suprasegmental. For reading on coarticulation, which studies the influences of sounds on each other in wider and more complex ways than assimilation, see Roach (2002), Ladefoged (2006: 68-71). 393-9, Basel: Peter Lang. Clearly, stress has
linguistic importance and is therefore an aspect of the phonology of English that must be described, but it is not usually regarded as something that is applied to (or is a property of) syllables, and is therefore part of the suprasegmental phonology of English. 4
[a] may be modified by putting two dots above it. It is certainly possible to produce a few general rules, and some will be given in this course, just as a few general rules for word stress were given in this course, just as a few general rules for word stress were given in this course, just as a few general rules, and 11. Sapir, E. Ball, M. (1-5) A udio U n it 13 Exercise 1 Revision R e a d in g u n fa m ilia r w o rd s f r o m tra n s c rip tio n The following the followi
are British place names written in transcription*. As far as English is concerned, it would be good to see more evidence from the full range of region aland nation alvarieties in support of the claim. Phonetically this sound is a voiceless palatal fricative (for which the phonetic symbol is §); there is no glottal fricative
at the beginning of 'huge', etc. This matter is discussed again in Chapter 14, Section 14.2. On the phonological side, I have brought in a discussion of the phonemic analysis of two "marginal" fricatives m, 5 which present a problem (though not a particular ly important or fundamental one): I feel that this is worth discussing in that it gives a good idea
of the sort of problem that can arise in analysing the phonemic system of a language. 17-26. 1 di: z these 2 fei 0 faith 3 hedo heather 4 siijo: seashore 5 fedsz feathers Exercise 4 6 fifG fifth 7 Jivoz shivers 8 biheiv behave 9 si:33 seizure 10 la ejiz lashes Repetition of fricative and repeat: a) Initial Jand tijb problem that can arise in analysing the phonemic system of a language.
tjop (shop, chop) Ji:t tjiit (sheet, cheat) Ju:z tjuiz (shoes, choose) b) Medial Jand tjlijizliitjiz (leashes, batches) wdJiij W DtJir) (washing, watching) bae jiz bae tjiz (bashes, batches) wdJiij W DtJir) (washing, watching) bae jiz bae tjiz (bashes, batches) c) Final Jand tJ maej maet jmaet jmaet
 led33 (leisure, ledger) ple3^ pled39 (pleasure, pledger) li:3sn li:d3^n (lesion, legion) Exercise 5 D is c rim in a tion be twe enfricative sanda ffricate s You will hear some of the words from Exercise 4. Here are two examples with typical intonations, where (i) does not start with a "wh-word" and has a rising tone and (ii) begins with 'where'
and has a falling tone. We will look briefly at this, in a simplified account that tries to introduce some basic concepts. Hartman and J. S. In this course we are using the symbols now most frequently used in British publishing. In distinctive features themselves thus become important components of the phonology. Let us go back to
the sounds of speech and see how these principles can be explained. b) The soft palate remains lowered during the articulation of m, and is then raised for the rest of the syllable. Phoneme sequences and syllable structure In every language we find that there are restrictions on the sequences of phonemes that are used. B: /yes A: and ours is the third
house on the left. O AU7 (CD 1), Exs 1 & 2 We will now look at some ways in which the distribution of 13 is unusual. Very few English words begin with 3 (most of them have come into the language comparatively recently from French) and not many end with this consonant. It would be perfectly reasonable to think of pitch as ranging instead from
 "light" to "heavy", for example, or from "left" to "right", and people who have difficulty in "hearing" intonation patterns are generally only having difficulty in relating what they hear (which is the same as what everyone else hears) to this "pseudo-spatial" representation. (1999) 'Words and feet', Journal of Linguistics, vol. Oft ro T3 cn £ O 5! N C tZ'
ru +-» C v3:b; 'proverbial' pra'v3ibial '-ic': 'climate' 'klaimat; 'climate' 'klaimat; 'climate' klai'maetik '-ion': 'perfection' pa'fekjn '-ious': 'injure' 'ind 3a; 'injurious' in'd 3uarias '- ty': 'tranquill' 'traegkwil; 'traegkwil;
stems, the stress is almost always placed on the stem (e.g. 'guidance', 'sealant', 'dietary'). One possibility would be for the analyst to invent a large number of sentences and to try saying them with different intonation patterns (i.e. different combinations of head and tone), noting what attitude was supposed to correspond to the intonation in each
case; of course, the results are then very subjective, and based on an artificial perform ance that has little resemblance to conversational speech. Pronouncing isolated words in this way is a very artificial perform ance that has little resemblance to conversational speech by the end of the
course. (1982) Accents of English, Cambridge: Cambridge University Press. Weak forms: a (before consonants) 'Take her home' 'teik a 'haum ar (before vowels) 'On your own' 'on jar 'aun 10 'she', 'we', 'you This group of
pronouns has weak forms pronounced with weaker vowels than the i:, u: of their strong forms. For example, we find that the realisation of t in the word 'tea' is aspirated (as are all voiceless plosives when they occur before stressed vowels at the beginning of syllables). 7.4 The consonants j and w O AU7 (CD 1), Ex 5 These are the consonants found at
the beginning of words such as 'yet' and 'wet'. In the following example, the head consists of the first five syllables: 'Bill 'called to 'give me \ these As was said a little earlier, if there is no stressed syllable preceding the tonic syllable, there is no head. ' wai Jad a 1m aen ' 3: n ' mo : dan a 'wumon You 'ought to 'have your 'own 'car ju 'o :t ta 'haev jar 'a under the syllable preceding the tonic syllable pr
n 'k a i He 'wants to 'come and 'see us at 'home hi 'w o n ts ta 'kA m an 'sii as at 'h a u m 'Have you 'taken them from 'that 'box? Not surprisingly, it has often been said that foreign learners of English need to learn English intonation. The situation is more complicated when under the complex of the c
is described above, Scottish English pronunciation 165 and 'short5can be transcribed as Jar and Jart. You will then hear the correct answer and the word will be said
again for you to repeat. To explain this we need to use a rule based on syllable structure, as was done for simple words in the previous chapter. It would be reasonable to suggest that while word stress is independent of intonation, the placement of intonation, the placement of the accentual function (the accentual function) of intonation. a) One cause of asthma is supposed to
be allergies WAn ko:z 9v aesBms iz sspsuzd ta bi aebd3iz b) What the di WDt urban 3:ban population could pDpjaleiJn kud c) She acts particularly well in the aekts patikjsM i wel in da Ji use is better ju:z iz bets first scene f3ISt si:n trains treinz 15 Intonation i Many of the previous chapters have been concerned with the description of phonemes, and
in Section 5.2 it was pointed out that the subject of phonology includes not just this aspect (which is usually called segmental phonology) but also several others. The lungs are compressed, causing air to flow through the constriction, producing fricative noise. We use square brackets here to indicate when symbols are phonetic rather than phonemic.
Then the compressed air is released quietly and the lips return to an unrounded shape. We would not class all sequences of plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find in the middle of the word 'breakfast' the plosive plus fricative as affricates; for example, we find the word 'breakfast' the plus fricative plus fri
that is, overall articulatory posture by Honikman (1964). Cruttenden (1997: Chapters 3 and 4) gives a good introduction to the problems of analysing tones both within the traditional British framework and in autosegmental terms. a) 'betting' [bedirj] c) 'attend' [attend' [attend' [attend' [attend' [attend' [attenden (1997: Chapters 3 and 4) gives a good introduction to the problems of analysing tones both within the traditional British framework and in autosegmental terms. a) 'betting' [bedirj] c) 'attend' [attend' [attend' [attenden (1997: Chapters 3 and 4) gives a good introduction to the problems of analysing tones both within the traditional British framework and in autosegmental terms. a) 'bedding' [bedirj] c) 'attend' [attenden (1997: Chapters 3 and 4) gives a good introduction to the problems of analysing tones both within the traditional British framework and in autosegmental terms. a) 'bedding' [bedirj] contact the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones are also bedding to the problems of analysing tones.
e) 'time' [thaim] f) 'tight' [thait] 4 Distinctive feature analysis looks at different properties of segments and classes of segments. Another allophone of 1 is found when it follows p, k at the beginning of a stressed syllable. Some of them give a great deal of importance to using these forms, but do not stress the importance of also knowing when to use
the strong forms, something which I feel is very important; see Hewings (2007:48-9). (1998) Sociolinguistics, Oxford: University Press. 7.1 Nasals The basic characteristic of a nasal consonant is that the air escapes through the nose. F or ex a m p le: 138 English Phonetics and Phonology A beau a th a ts ti ful a -nice a -w ay to all -sp ea k of to
the myour-went-mother Itshould be clear by now that the speakerdoesnothaveachoic einthe matter of the pitchofthe syllables in the tail. s, z (example words: 'sip', 'zip'; 'facing', 'phasing'; 'rice, 'rise') These are alveolar fricatives, with the same place of articulation as t, d. As explained above, somestude
3d ranged risks risks risks rist; reached teksts texts Exercise 6 Pronouncing consonant clusters When you hear the number, say the word. Different speaker should be seen as relative to these "background" speaker characteristics. The problem with
this is that discovering what untrained (or "naive") speakers feel about their own language is not as easy as it might sound. ) b) ei FINAL POST FINAL I POST FINAL I POST FINAL I POST FINAL 2 k s t t ONSET I CODA d) I
9 1 a p a t i k j a l a p r D b la m a v d a b a u t w a z a li:k 2 aupm r) d a b o t l p r iz e n t id n a u d if ik lt i CODA POST FINAL 3 204 Answers to w ritten exercises dar iz nau a:lt 3 inativ ta da gAvnmants prapauzl 4 wi a:t ta meik a kalekfn ta kAva 6 i ikspensiz (also possible: klekjn) 5 fainji dei araivd at a ha:bar at di ed3 av da mauntinz (also possible:
ha:br) 3 C hapter io 1 a) pro'tect b) 'clamber c) fes'toon d) de'test e) 'bellow f) 'menace g) disconnect h) 'enter 2 a) 'language b) 'captain c) ca'reer d) 'paper e) e'vent f) 'jonquil g) 'injury h) co'nnection pro'tekt 'klaembo fes'tuin di'test 'belou 'mems, disko'nekt 'entorir) 'laer)gwid3 'kaeptin ko'rio 'peipo 1'vent 'd3 Dgkwil 'ind 3 ori ko'nek Jon ('entrir))
Cind3ri) (ka'nekfn) C hapter i i 1 and 2 a) b) c) d) e) g) h) h) i) j) 'shop,keeper ,open'ended Java'nese 'birthmark ,anti'clockwise .confirmation .eight'sided 'fruitcake de'fective 'roof .timber 'Jop.kiipa .aupan'endid ,d3a:va'ni:z 'b3:0ma:k .aenti'klokwaiz .kDnfa'meiJn .eit'saidid 'fru:t,keik di'fektiv 'ru:f,timba C hapter 12 ai wont a ta pa:k daet ka:r auva dea 2
av ail 6 a prapauzlz da WAn dat ju: meid iz da siliast 1 Answers to w ritten exercises 205 3 d3ein an bil kad av drivn dam tu: an from da paiti (kud is also possible) 4 ta kAm ta da point wot JI wi du: fa da rest av da wi:k 5 haz eniwAn got an aidia wear it keim from 6 padestrianz mast oilweiz ju:z da krosigz pravaidid 7 i:tj WAn waz a p 3 ifikt igzaimpl ov
di a:t dat ad biin divelapt dea C hapter 13 In this data there is no evidence of g contrasting with n, since r)never occurs except before k and g. The levels in the sentence shown above can be diagrammed like this (leaving out syllables that have never received stress at any level): s s s twen ty pla s s s s s ces fur ther back The above "metrical grid" may
be correct for very slow speech, but we must now look at what happens to the rhythm in normal speech: many English speakers would feel that, although in 'twenty places' in 'twenty places' the right-hand foot is the stronger, the word 'twenty' is stronger than 'places' in 'twenty places' in 'twenty places' in 'twenty places' the right-hand foot is the stronger, the word 'twenty' is stronger than 'places' in 'twenty places' in 't
modern phonetics in the twentieth century it was for a long time hoped that scientific study of intonation would make it possible to state what the function of each different aspect of intonation was, and that foreign learners could then be taught rules to enable them to use intonation in the way that native speakers use it. Exercise 2 P ro n o u n c in g f
r o m trans cription The following are British place names. A very similar case is the sound found at the beginning of words such as 'huge', 'human', 'hue'. In spite of the absence of any pause, the utterance would normally be regarded as divided into two tone-units: 'vlohn' and 'is it / you'. The above examples should, then, be transcribed as
follows: \lo ok at it / what did you -say \b o th of them were 'here This completes the list of tone-unit components. Odden's Introducing Phonology (Cambridge: Cambridge University Press, 2005). When you hear the word on the left, or "lenis" if you hear the word on the right. There is in fact little to describe. In English
following sets of phonetic data, based on non-BBC accents, say what you can conclude about the phonology of that accent. Notice that in the third tone-unit, since it is the syllable rather than the word 'waterside' is 16
\re d -dress 154 English Phonetics and Phonology Similarly, for the purpose of emphasis we may place the tonic stress in other positions; in these examples, (i) is non-emphatic and (ii) is emphatic: i) It was \very \ boring ii) You \mustnt -talk so \loudly ii) You \mustnt -talk so \loudly iii) You \mustnt -talk so -loudly However, it would be wrong to say that the only
phonological aspect that some people argue that it is not one of the phonemes of English at all. After each word, write down the stress pattern using the two symbols used above. It is typical of many foreign learners of English that they allow regressive assimilation of voicing to change the final k o f'like' to g, the final t o f'that' to d and the final k o
f'black' to g, giving ai laig daed blaeg dog. Laver, J. As with f, v, the fricative noise is weak. Let us begin by considering how one might analyse the attitudinal function of into nation. Schmerling, S. The general assumption (as in most phonetics books) has been that speech is composed of phonemes and that usually whenever a speech sound is
doing this kind of analysis is to treat long vowels and diphthongs as composed of a vowel plus a consonant; this may seem a less obvious way of proceeding, but it was for many years the choice of most American phonologists. II and then 'nearer to the vfront II on the /left I theres a 'bit of \forest I 'coming 'down to the vwaterside II and then a 'bit of a
/bay II We can mark their structure as follows (using dotted lines to show divisions between toneunit components, though this is only done for this particular example): PH j H j PH TS and then 1 'lear to the ! vfront 1 H i TS 1 i 'bit of 1! \fo --- 1! est 'coming 'down to the PH H TS and then a 'bit of a / bay PH TS on the j /le ft H T i TS theres a i T \w a !
before uncountable nouns (meaning "an unspecified amount of55) and before other nouns in the plural (meaning "an unspecified number of55); in such uses it has the weak form sam 'Have some more tea5'hav sam 'mo: 'ti: In final position: SAm 22 'there5 When this word has a demonstrative function, it always occurs in itself.
strong form dea (dear before vowels); for example: 'There it is5'dear it iz 'Put it there5'put it 'dea Weak forms: da (before consonants) 'There is5dar 'iz In final position: the pronunciation may be da or dea. We will look briefly at some of these arguments. Sometimes in the latter case it
pronunciation teaching by phonetic methods is that of phonemic transcription, where every speech sound must be identified as one of the phonemes and written with the appropriate symbol. This use of intonation will be returned to in Chapter 19. It is certainly true that a few generalisations can be made about the attitudinal functions of some
 components of intonation. R is e /y e s /n o I n a v a r ie ty o f w ays, th is to n e co nveys a n im p re s s io n that so me thing more is to follow. This is the sort of speech that would be produced by a "mechanical speech" device (as described at the beginning of Chapter 14) that made sentences by putting together recordings of isolated words
The tongue is moved to amid-central vowel andthen moves in the direction of a closer, backer vowel: the lips are moderately rounded for the second part. ii) When a weak-form word is being contrasted with another word; for example: "The letter's from him, not to him" da 'letaz 'from im not 'tu: im A similar case is what we might call a co-ordinated
use of prepositions: 'I travel to and from London a lot' ai 'travel to and from London a lot' A work of and about literature' a 'w3:k 'd v an a'baot 'litratja iii) When a weak-form word is given stress for the purpose of emphasis; for example: 'You must give me more money' ju 'mASt 'giv mi 'hid: 'mAni iv) When a weak-form word is being "cited" or
 "quoted"; for example: 'You shouldn't put "and" at the end of a sentence' ju 'Judnt put 'send at di 'end av a 'sentans Another point to remember is that when weak-form words whose spelling begins with 'h' (e.g. 'her', 'have') occur at the beginning of a sentence, the pro nunciation is with initial h, even though this is usually omitted in other contexts
However, other more complex tones are also used. Any syllable and the end of the tonic syllable and the end of the tonic syllable and the vocal folds are brought together in the voicing position. F or example, if the word in the vocal tract and the vocal tract and the vocal folds are brought together in the vocal folds are b
what I it might have a pitch move mentthat could be diagram med like this: The four syllables in the tail getting progressive lyhigher. There remain the nasal consonants - m, n, g - and four others - 1, r, w, j; these four are not easy to
fit into groups. An example of a phonetic (non-phonological) differ ence in stress would be the stressing of the final syllable of verbs ending in '-ise' in some Scottish and Northern Irish accents (e.g. 'realise' r i a ' l a i z ). In many cases it is easy to demonstrate that the tonic stress is placed on the word that is in some sense the "most important", as in
She 'went to \ Scotland Sometimes it seems more appropriate to describe tonic stress placement in terms of "information content." the more predictable a word's occurrence is in a given context, the lower is its information content. It has to be recognised that syllabic consonants are a 13 Problems in phonemic analysis 101 problem: they are
phonologically different from their non-syllabic counterparts. The very fundamental notion of the phonology of English they are too important to
sequences of other such elements occurring one after another (never simultaneously). Exercise 4 R e p e titio n o f w o rd s c o n tain in g p lo sives. For example, compounds with an adjectival first element and the -ed morpheme at the end have this pattern (given in spelling only): .bad- 'tempered .half
 'timbered .heavy- 'handed Compounds in which the first element is a number in some form also tend to have final stress: .three- 'wheeler .second-'class .five-'finger Compounds which function as verbs and have an adverbial first element take
final stress: .down'grade .back-'pedal .ill-'treat 11.5 V ariable stress It would be wrong to imagine that the stress pattern is always fixed and unchanging in English words. and Johns, C. 19.1 The accentual function of in ton atio n The term accentual is derived from "accentual is derived from the term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton atio n The term accentual function of in ton at
e) All are rounded or end with lip-rounding. A typical example is the sentence 'Those who sold quickly made a profit'. Traditionally, phonemes were supposed not to overlap in their allophones, so that the only plosives that could have allophones with bilabial place of articulation were p, b; this restriction is no longer looked on as so important. It has no longer looked on as so important.
been mentioned several times that tonic syllables have a high degree of prominence; prominence is, of course, a property of stressed syllables, and a tonic syllable not only carries a tone (which is something related to intonation) but also a type of stress that will be called tonic stress. However, some of our phonemic symbols consist of two characters
for example, we usually treat tj (as in 'chip' tjip) as one phoneme, so tj is a phonemic symbol consisting of two characters (t and J). Raphael, L. d) Listen for stressed syllables in the tail and mark them (if there are any) with a raised dot (•). A familiar example is the affricate heard at the beginning and end of the word 'church'. Note for teachers T h e m
o v e f rom tones to tone - units is a difficult one, and I feel it is advisable a t this stage to use only slow, care fulspeech for exercises (Audio Units 15 and 16). Functions of intonation in 147 The attitudinal function has been given so much importance in past work on into nation that it will be discussed separately in this chapter
 although it should eventually become clear that it overlaps considerably with the discourse function. 1 2 3 4 5 heard h3:d bean bi:n root ru:t hearth ha:0 caught ko:t Exercise 3 6 7 8 9 10 heart ha:t cord ko:d beefbiif rude ru:d earn 3:n T rans c rip tion Write the symbol for the vowel you hear in each word. xii). However, it should be noted that in the
analysis of the many accents of English that do have a "voiceless w" there is not much more theoretical justification for treating p as h plus w than there is for treating p as h plus w than there is not much more theoretical justification for treating p as h plus b. 3 stress 4 a) three ( I a v ) b) three ( I a v ) 
of tongue Hard palate Lower lip Close back rounded Close-mid front unrounded Open front unrounded Close front unrounded Open front unro
descriptions identical to the ones given below. We symbolise a nasalised vowel in phonetic transcription by putting the ~ diacritic above it; for example, the word 'front' may be pronounced [frAt], Nasalised vowels are found in the words given in phonetic transcription below. Audio U n it 20 Transcription of connected speech Listen to the recording
on which this exercise is based: it was rather frightening because the you know they stop suddenly and it's awkward because the traffic regulations are more honoured in the breach than the observance I'm not in not really sure what
regulations there are er for instance the er traffic lights red red lights do not apply if you're turning right erm which means that if you're coming up to a traffic light and there's erm someone stopped who wants to go straight on or turn left and you want to turn right then you pull out overtake them and then cut across in front The above passage will
now be heard divided up into 28 tone-units, each of which will be heard three times. In addition, various situational factors influence pronunciation, such as the social relationship between speaker and hearer, whether one is speaking publicly or privately, and the purposes for which one is using language. 104 English Phonetics and Phonology the
practical goal of teaching or learning about English pronunciation, and for this purpose a very abstract analysis would be unsuitable. Shockey (2003) shows the great variation between formal and informal styles of speech. If B replies o (without using high pitch at the start) he implies that he has no inter est in continuing with that topic of
conversation. Up to this point we have been looking at some fairly clear cases of assimilation across word boundaries. As an example, consider a case where two words are combined, the first of which ends with a single initial consonant (which we will call C1); we can
construct a diagram like this: ------ Cf word boundary If Cf changes to become like C" in some way, then the assimilation is called progressive. To use the same example again, refer ring to the
vowel in 'cat', it could be argued that if the vowel is noticeably closer than cardinal vowel no. The intonation of question-tags (e.g. 'isn't it', 'can't he', 'should she', 'won't the', etc.) is often quoted as a case of a difference in meaning being due to the difference between falling and rising tone. The first is the sound produced by some speakers in words
which begin orthographically (i.e. in their spelling form) with 'wh'; most BBC speakers pronounce the initial sound in such words (e.g. 'which', 'whale') as w (which is introduced in Chapter 7), but there are some (particularly when they are speaking clearly or emphatically) who pronounce the sound used by most American and Scottish
 speakers, a voiceless fricative with the same 6 Fricatives and affricates 43 lip, tongue and jaw position as w . 15.2. Tone and to n e languages O AU15 (CD 2), Exs 1-4 In the preceding section we mentioned three simple possibilities for the intonation used in pronouncing the one-word utterances 'yes' and 'no'. The tongue glides to a slightly closer and
more central vowel position. B: Ayes Level_yes_.no This tone is certainly used in English, but in a rather restricted context: it almost always conveys (on single-syllable utterances) a feeling of saying something routine, unin teresting or boring. What time will they come A day return to London The North Pole would be warmer Have you decided to buy
it I recorded them on cassette Exercise 4 P a r tial a n a ly s is of to ne -u n its The items of Exercise 3 will now be said again twice, and you must do the following things: a) Identify the tonic syllable and underline it. Abercrombie et al (eds.) In Honour of Daniel Jones, pp. One could also mention certain vocal effects such as laughs and sobs. h fi 1 fe
below. If we take as an example afall-rise withoutextrapitchheight: thensomethingsymbolised as Tvcouldbeanyofthe following: It wouldbepossible to extendourframework todistinguishbetweenthese possibilities, but Idonot believe it wouldbeprofitable todoso. Title. When
tf is final in the syllable it has the effect of shortening a preceding vowel, as do other fortis consonants, tj, d3 often have rounded lips. i) 'Did you 'park the /car ii) 'Where did you 'park the /car iii) 'Where did you 'park the
of kitchen knives what shall we do next go down THREE ELISIONS 13 the top of the bottle is projecting outwards into the room Now check your transcriptions. Age Everybody knows that younger people speak differently from older people. (2008) Longman Pronunciation Dictionary, 3rd edn., London: Longman. (1964) 'Phonetic change and the RP
vowel system', in D. For example, stress is important: when the word 'import' is pronounced with the first syllable sounding stronger than the second, English speakers hear it as a noun, whereas when the second syllable is stronger than the second syllable is stronger than the second syllable sounding stronger than the second syllable sounding stronger than the second syllable is stronger than the second syllable i
epiglotta! fricative A ffricates and double articulations Voiced epiglottal fricative, can be represented by two symbols .foona'tijsn Epiglottal plosive 0 o ..h } Diacritics may be placed above a symbol with a descender, e.g. I ] A spirated no d0 s t th dh M ore rounded 0 V oiceless V oiced i b a C reaky voiced b a Linguolabial t d a W
 Labialized tw dw J Palatalized V d> n Y Ve lari zed tY dv 1? The place of articulation is the same as for J\ 3 - that is, it is post-alveolar. Look at the transcriptions of the words given below and see if you can work out (for the accent in question) the environment in which t is found. In generative phonology, a results from vowel reduction in vowels which
 have never received stress in the process of the application of stress rules. Bauer, L. One is the Seventeenth Edition of the Cambridge English Pronouncing Dictionary, originally by Daniel Jones, edited by P. This debate was very active in the 1970s, well summarised and criticised in Schmerling (1976), but see Bolinger (1972). Exercise 1 R e p e titio n
Listen and repeat: i bit bit e bet bet as bat baet b id b id hymn him m is s mis bed b ed hen hen m ass mass b u d bA d bun bAn b u s bAS c o d kD d Tom tom l o s s Id s w ood wud pull pul p u sh A cut k A t D pot pot u put Exercise 2 puj Id e n tific a tio n Write the symbol for the vowel you hear in each word. The
aspirated and unaspirated realisations are both recognised as t by English speakers despite their differences. If the lip-rounding is too strong the consonant will sound too much like w, which is the sound that most English children produce until they have learned to pronounce r in the adult way. You should be able to make a long r sound and feel that
being learned. For example, many northern English accents have a long e: sound as the realisation of the phoneme symbolised e i in BBC pronunciation (which is a simple phoneme and also a contrast ing long vowel phoneme that can be symbolised as e: . 140) it was
said that "intonation is carried entirely by the stressed syllables of a tone-unit". It could be said that someone analysing the function and distribution of tones in a tone language would be mainly occupied in examining utterances syllable by syllable, looking at each syllable as an independently variable item. A udio U n it 19 Exercise 1 Further practice
context -in; we can substitute other phonemes (e.g. p, s) to change the identity of the word from 'bin' to 'sin'. (1982) 'On the distinction between "stress-timed" and "syllable-timed" and "syllable-timed" languages', in D. Docherty, Urban Voices (London: Edward Arnold, 1999) and P. Another complex tone, much less frequently used, is the rise-fall in which the pitch
follows the opposite movement. (1967) Elements of General Phonetics, Edinburgh University Press. 7.3 The consonant is important in that considerable differences in its articulation and its distribution are found in different accents of English. 19.2 The gram m atical function of in ton atio n The word
 within the tone-unit, speech has a regular rhythm, but that rhythm is broken or interrupted at the tone-unit boundary. Catford, J. (The only alternative would be to put t, d with s in the pre-initial category, again with very limited possibilities of combining with another consonant.) iv) Finally, it has been suggested that if native speakers of English who
have not been taught phonetics feel that tf, d3 are each "one sound", we should be guided by their intuitions and prefer the one-phoneme is nothing like the other phonemes we have identified up to this point - putting it simply, the syllabic mark
the prosodic com ponent "width of pitch range" has already been mentioned in Section 15.3, when "extra pitch height" was introduced, and the "rhythmicality" discussed in Section 14.1 could be regarded as another prosodic component. Sangster, The Oxford BBC Guide to Pronunciation (Oxford: Oxford University Press, 2006), which makes use of
the BBC Pronunciation Research Unit's database to suggest pronunciations of difficult names, words and phrases. Many foreign learners of English are made to practise speaking English with a regular rhythm, often with the teacher beating time or clapping hands on the stressed syllables. W ritte n exercises 1 The following sentences are given with
 intonation marks. L. In chess, for example, the exact shape and colour of the pieces are not important to the game as long as they can be reliably distinguished. (1994) English Sound Structure, Oxford: Blackwell. Audio U nit 14 1 2 3 4 5 Elisions and rhythm 191 James decided to type the letter himself The plane was approaching the runway at high
speed Try to see the other persons point of view You put your brakes on when the light turns to red In a short time the house was full of children Now correct your stress marking by looking at the versions given in the answers section. Crystal (1969) defines paralinguistic features as "vocal effects which are primarily the result of physiological
 mechanisms other than the vocal cords, such as the direct results of the workings of the pharyngeal, oral or nasal cavities" but this does not seem to me to fit the facts. You will then hear the correct answer and the item will be said again for you to repeat. There are many useful examples in Brazil (1994). The alphabet is something that its users known
they also know that it has twenty-six letters. The distinction between physically measurable time intervals and subjective impressions of rhythmicality is discussed in Roach (1982) and Lehiste (1977). (1-12) Exercise 3 H ig h and low heads. Assimilation of place is most clearly
observable in some cases where a final consonant (Cf) with alveolar place of articulation is followed by an initial consonant (C1) with a place of articulation that is not alveolar. (1976) The Phoneme: its Nature and Use, Cambridge: Cambridge University Press (first published 1950). The tone chosen can indicate whether the tone-unit in which it occurs
is being used to present new information or to refer to information which is felt to be already possessed by speaker and hearer. (1943) Phonetics, Ann Arbor: University of Michigan Press. The fact that they are regularly represented with special spelling forms makes them seem rather different from the above examples. Halle, The Sound Pattern of
English (New York: Harper and Row, 1968); most people find this very difficult. For basic reading I would suggest Katamba (1989: Chapter 2), Cruttenden (2008: Chapter 2), Cruttenden (2008: Chapter 2), Cruttenden (2008: Chapter 2), Cruttenden (2008: Chapter 3), Cruttenden (200
can' ai '9 ir)k wi 'kaen 'Most of them could' 'maust av dom 'kud 24 'have', 'has', 'had' Weak forms: av, az, ad (with initial h in initial position: haev, haez, haed 'Yes, we have' 'jes wi 'haev 'I think she has' ai 'Girjk
                          ht we had' ai '00:t wi 'haed 25 'shall', 'should' Weak forms: Jal or Jl; Jad 'We shall need to hurry' wi Jl 'ni:d ta 'hAri 'I should forget it' hai yad fa'get it In final position: Jael, Jud 'I think we shall' ai 'Gigk wi 'Jael 'So you should' 'sao ju 'Jud 26 'must' This word is sometimes used with the sense of forming a conclusion or deduc tion (e.g.
 left at eight o'clock, so she must have arrived by now'); when 'must' is used in this way, it is less likely to occur in its weak form than when it is being used in its more familiar sense of obligation. When 'must' is used in this way, it is less likely to occur in its weak form than when it is being used in its more familiar sense of obligation. When 'must' is used in this way, it is less likely to occur in its weak form than when it is being used in its more familiar sense of obligation. When 'must' is used in this way, it is less likely to occur in its weak form than when it is being used in its more familiar sense of obligation.
f stress with in the word. In tone languages the main suprasegmental contrastive unit is the tone, which is usually linked to the phono logical unit that we call the syllable. There is much variation from one part of Scodand to another; the accent of Edinburgh is the one most usually described. It should not be concluded that intonation is not
important for conveying attitudes. It c o u ld b e c la im e d th a t th is is th e sa m e th in g as: Ive v se e n h im It h as, h o w ev e r, b e e n p o in t e d o u t th a t th e tw o v e rsio n s are d iffe re n t in sev eral w ays. Words like 'eight', 'reign' are pro nounced e i t, r e i n, while 'late', 'rain' (with no 'g' in the spelling) are pronounced l e: t, r e i n sev eral w ays.
would be necessary to ask questions like this: "Would you say that the word 'chip' begins with one sound - like 'tip' and 'skip'?" But the results would be distorted by the fact that two consonant letters are used in the spelling; to do the test properly one should use illiterate subjects, which raises many further
problems. The situation is (as explained in Chapter 4) similar to the aspiration found when a vowel follows p, t, k in a stressed syllable: the first part of the vowel is devoiced. However, the same is not true of the other alveolar consonants: s and z behave differently, the only noticeable change being that s becomes 3 when followed by
J or j, as in: 'this shoe' 61 J 11:; 'those years' 69113 j I3z- It is important to note that the consonants that have undergone assimilation have not disappeared; in the above examples, the duration of the consonants remains more or less what one would expect for a two-consonant cluster. Celce-Murcia, D. My treatment of intonation is based on the belief
that foreign learners of English at advanced levels who may use this course should be given training to make them better able to recognise and copy English intonation. This is called compound, and its main characteristic is that it can be analysed into two words, both of which can exist independently as English words. The number's been engaged for
over an hour. I just had to buy some. It should be possible to see now that the tone-unit has a place in a range of pho nological units that we shall consider); each utterance consists of one or more tone-unit; each tone-unit consists of one or more feet;
each foot consists of one or more syllables; each syllable consists of one or more phonemes. The effect is particularly notice able in cases such as the following, which all show the effect of what is called stress-shift: compact (adjective) kam'paekt thirteen 03i'ti:n Westminster west'minsta but compact disk 'kompaekt 'disk but thirteenth place '03:ti:n0
'pleis but Westminster Abbey 'Westminster 'd 3 3: 'm a em k with 'Germanic' d 3 3: 'm a em k with 'Germanic' d 3 3: m a n when the stress is taken
away from the syllable m aen, the vowel weakens to a. Brown, G. Listen and repeat: paw po: tea ti: car ka: pie p a i toe t a u care k e a two tu: key ki: ta rta: pay p e i 174 Recorded exercises INITIAL LENIS b, d, g Each word begins with a lenis plosive; notice that there is practically no voicing of the plosive. Again we can see that a phonemic analysis
does not necessarily have to be exactly in line with phonetic facts. (2007) An Introduction to Phonetics and Phonology, 3rd edn., Oxford: Blackwell. Seidlhofer, Pronunciation (Oxford: Discharge facts.) and J. The conclusion that could be drawn from this argument is that a is not a phoneme of English, but is an allophone of several
different vowel phonemes when those phonemes occur in an unstressed syllable. In Chapter 9 we saw how, although 1, i: are clearly distinct in most contexts, there are other contexts where we find a sound which cannot clearly be said to belong to one or other of these two phonemes. Examples may make this clearer: A: I've heard that it's a good
school. What is intonation? English speakers would generally not accept that kf forms a consonantal unit in the way that tj seems to. 186 Recorded exercises 1 'Ira u zb ri 6 'b 3 :m ig 9 m 2 7 ^ o i'O a e m p ts n p o l'p e ro o 3 ^ b s'd iin 8 dAn'di: 4 .w u lv a 'h a s m p ta n 9 'k a e n ta b r i 5 .aeb a 'ris tw o © 10 ' b e i z i g s t o o k (The spelling for these
names is given in the answers section.) Exercise 3 Plac in q stress on verbs, a diec tives and nouns When you hear the number, pronounce the word with the appropriate stress. If you need more time for writing, pause the CD and restart it when you are ready for the next word. In a to ne - unit of more than one explable, the to nice
syllable must have one of those of those one of those of those one of those of th
particular accent or dialect, and it also follows that the idea of a standard pronunciation is a convenient fiction, not a scientific fact. McMahon, An Introduction to English Phonology (Edinburgh University Press, 2002) covers the theory of phonology in more depth than this book: it is short and clearly written. a) Christmas present b) Rolls-
Royce c) pet-food dealer d) Rolls-Royce rally event 3 The following sentences are given in spelling and in a "slow, careful" phonemic transcription. Consider minimal pairs (pairs of words in which a difference in re S J2 $ 0) re +J A3 re o. Although tj, d3 can be said to be composed of a plosive and a fricative, it is usual to regard them as being single,
independent phonemes of English. Notes on problems and furth er reading 20.1 For general reading about sociolinguistics and dialectology, see Trudgill (1999); Foulkes and Docherty (1999); Fo
the r (i.e. with fully voiced r) English speakers would be likely to hear the word 'dray'. It is not necessary for foreign learners to attempt to copy this voicing, although it is important to pronounce h where it should occur in BBC pronunciation. It is still too early to say how useful the discourse approach will be, but even if it achieves nothing else, it can
at least be claimed to have shown the inadequacy of attempting to analyse the function of intonation on the basis of isolated sentences or tone-units, removed from their linguistic and situational context. You can demon strate the importance of the narrow passage for the air in the following ways: i) Make a long, hissing s sound and gradually lower
your tongue so that it is no longer close to the roof of the mouth. We have seen that one must choose between, on the one hand, symbols that are very informative but slow to write and, on the other, symbols that are very informative but slow to write and, on the other, symbols that are very informative but slow to write and, on the other, symbols that are very informative but slow to write and, on the other, symbols that are very informative but slow to write and, on the other, symbols that are very informative but slow to write and on the other, symbols that are very informative but slow to write and on the other, symbols that are very informative but slow to write and on the other, symbols that are very informative but slow to write and on the other, symbols that are very informative but slow to write and on the other, symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very informative but slow to write and on the other symbols that are very slow to the other 
someone else, to erase these marks and use the exercise again. In clusters of three plosives or two plosives plus a fricative, the middle plosive may disappear, so that the following pronunciations result: 'acts' aeks, 'looked back' luk baek, 'scripts' skrips iv) Loss of final v in 'of' before consonants; for example: 'lots of them' lots a dam, 'waste of money'
weist a mAni This last example is typical of very casual speech, and would be regarded as substandard by conservative listeners. It could not, then, be said that tf, d3 combine freely with other consonants in forming consonant singular this is particularly notice able in initial position. Lee, W. Since phonetically this affricate is composed of t and J we
represent it as ti, so that the word 'church' is transcribed as ti 3 itf. If a difference in meaning is caused by the difference between aspirated and unaspirated to the conclusion that English has a phonemic contrast between aspirated and unaspirated to the conclusion that English Pronouncing Dictionary, Cambridge: Cambridge Cambridg
University Press (first published 1917). V oiceless labial-velar fricative Q> Voiced labial-velar approxim ant Voiced labial-velar approxim ant Voiced labial-velar approxim ant Alveolo-palatai fricative Q> Voiced labial-velar approxim ant Voiced labial-velar fricative Q> Voiced labial-velar approxim ant Voiced labial-velar approxim ant Voiced labial-velar approxim ant Voiced labial-velar fricative Q> Voiced labial-velar approxim ant Voiced labial-velar fricative Q> Voiced labial-velar approxim ant Voiced labial-velar approxim approxim approxim and Voiced labial-velar approxim approxim approxim approximate appro
exercise, take care not to make an audible release of the first plosive. This accent has where BBC pronunciation has "dark 1". 16 in Chapter 4. Radford, A., Atkinson, M., Britain, D., Clahsen, H. However, one ought to keep an open mind on the subject, remembering that the large-scale, objective study of suprasegmental aspects of real speech is
difficult to carry out, and much research remains to be done. In o u r description noise that on purely phonetic grounds it seems
incorrect to class it as a fricative. ) 3 k u d it bi 9 stuil r a i d d n a teibl (Careful speech would have r a i d s d a n a; the 6 is long, so the symbol is written twice to indicate this.) a b j u : t hf l g 3 i l w i s i:m t a have a d e f n a t w A n d e s Answers to recorded exercises 215 4 a f 10 in (Careful speech would have fif 0; the transcription cannot, of
course, show very fine details of articulation, but it is likely that though the sound one hears is most like 0, there is some slight constriction between upper teeth and lower lip as well.) 5 eni phkju:ljaerotiz obaut dset (The main elision is of the i vowel in the first syllable of 'peculiarities': a less noticeable case is that instead of having i before the ce in
this word the speaker has a non-syllabic j; note the glottal stop at the end of 'about'.) 6 fen hau mni straips on jo:z (Careful speech would have meni; it is perhaps surprising that the speaker has ae rather than a in 'and'; jo:z is a frequency found alternative pronunciation to jooz.) 7 wel it op 10/ to bAtn Ap is got 0 ri: (The elision is in 'its'; careful speech would have meni; it is perhaps surprising that the speaker has ae rather than a in 'and'; jo:z is a frequency found alternative pronunciation to jooz.) 7 wel it op 10/ to bAtn Ap is got 0 ri: (The elision is in 'its'; careful speech would have meni; it is perhaps surprising that the speaker has ae rather than a in 'and'; jo:z is a frequency found alternative pronunciation to jooz.) 8 fen hau mni straips on jo:z (Careful speech would have meni; it is perhaps surprising that the speaker has a careful speech would have meni; it is perhaps surprising that the speaker has a careful speech would have meni; it is perhaps surprising that the speaker has a careful speech would have meni; it is perhaps surprising that the speaker has a careful speaker has a careful speech would have meni; it is perhaps surprising that the speaker has a careful speaker has a car
speech would have its or i?s, since this speaker uses glottal stops quite frequendy - notice one between 'it' and 'appears', and another at the end o f'got' - gD?.) 8 o: do wntjokoil it do sil ('What do you call it' or 'what d' you call it' or 'what d' you call it' is used frequendy when speakers cannot remember a word, and is always pronounced rapidly.) 9 bai kolom inth kolomz
oirait (Careful speech would have into and oil rait.) 10 daiomon Jeip past/ (Careful speech would have Jud or Jod and ov.) 12 wot J wi du: neks gou daun (Careful speech would have Jol and nekst.) 13 di: tDp f da bDtl iz prd3ektir) autwodz inth do ru:m
(Careful speech would have ov, prod3ektig and into; the r in 'projecting' and another before the k in 'projecting' another bef
7 8 9 10 /six ow vyou Amore /u s A udio U n it 16 Exercise 1 1 We could go by bus 2 Of course its broken 3 The car was where Id left it 4 How much is the biggest one 216 Answers to recorded exercises 5 I knew it would go wrong 6 It was too cold 7 Here it is 8 That was a loud noise 9 We could go from Manchester 10 Have you finished Exercise 4 1 2
3 4 5 'What 'time will they / come A 'day re'turn to \ London The 'North \Pole would be warmer 'Have you de'cided to / buy it I re'corded them on caxssette A udio U n it 17 Exercise 4 1 2 3 4 5 6 7 8 9 10 'Now 'heres the vweather 'forecast You .didnt say .anything about / rates A , few .years ago they were \to p 'No one could 'say the 'cinema was vdead
Is there /anything you -wouldnt -eat 'Have you 'ever con'sidered/writing .That was .what he vclaimed to be We 'try to 'do our 'shopping in the \ market But I \ never -go there -now I t ,wouldnt be .difficult to find / out A udio U nit 18 Note: Since these extracts were not spoken deliberately for illustrating intonation, it is not possible to claim that the
transcription given here is the only correct version. To produce a complete analysis of all the phonemes of English, other features would be needed for representing other types of consonant, and for vowels and diphthongs. When you hear the number, say the sentence: 1 2 3 4 5 'Heres a 'present for your 'brother 'These are 'all the 'pictures that are
 'left There 'could be a 'bit of 'rain at the 'end of the 'morning A 'few 'people 'asked him a 'question Co'llect your 'luggage be'fore 'leaving the 'train A udio U n it 14 Exercise 1 Elisions and rhythm R h y th mand the following sentences. In addition to this, the ai diphthong is shorter in 'might'. We could then say that, for example,
'Hungary' is phonemically hAggari while 'hungry' is hAggri; it would then be necessary to say that the a vowel phoneme in the phonemic representation is not pronounced as a vowel, but instead causes the following consonant to become syllabic. A major factor in this is the tone used, and most books agree on some basic meanings of tones. The tail It
often happens that some syllables follow the tonic syllables. For some writers concerned with English language teaching, the notion of rhythm is a more practical matter of making a sufficiently clear
difference between strong and weak syllables, rather than concentrating on a rigid timing pattern, as I suggest at the end of Section 14.1; see, for example, Taylor (1981). One that is guite frequently found is the fall-rise tone, where the pitch descends and then rises again. How would the two-phoneme analysis affect the syllable-structure framework
that was introduced in Chapter 8? These function words are words such as auxiliary verbs, prepositions, etc., all of which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in their strong forms but which are more frequently pronounced in the frequently pro
Cambridge University Press, 2004) contains much practical advice. The problem lies in deciding what the relationship is between ai and to justify the space left in the transcription. We can see similar "invitations to continue" in someone's response to a
series of instructions or directions, (1980) The Phonetic Description of Voice Quality, Cambridge University Press, We will follow the usual practice of transcribing the sound at the beginning of 'huge', etc., as hi just because it is convenient and common practice. Each of these prosodic components needs a proper framework for
categorisation, and this is an interesting area of current research. - 's, then by definition they could not be different phonemes. This situation is found in many Northern accents. As explained in Chapter 15, examples used to illustrate intonation transcription are usually given in spelling form, and you will notice that no punctuation is used; the rea son
for this is that intonation and stress are the vocal equivalents of written punctuation, so that when these are transcribed it would be unnecessary or even confusing to begin, and at the same time the lower lip is lowered. In the autosegmental
approach, all intonational phenomena can be reduced to just two basic phonological elements: H (high tone) and L (low tone). In addition, for numbers 10-16 you will need to use the vertical line I to separate tone-units. (Another name for suprasegmental phonology is
intonation, and the next five chapters are devoted to this subject. As in all previous editions, I want to thank my wife Helen for all her help and support. To understand how this could be done, let's start with a simple example: the word 'twenty' has one strong and one weak syllable, forming one foot. No definition is completely satisfactory, but any
attempt at a definition must recognise that the pitch of the voice plays the most important part. In moremodern work, we can see that it is possible to represent in tonation; and pauses, with nohigher-levelores and pauses, with nohigher-levelores and pauses, with nohigher-levelores and pauses, and pauses, with nohigher-levelores and pauses.
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th is is thetranscription used in the Spoken English is one of the languages that do not use tone in this way. Similarly, playing cards can be printed in many different styles and sizes, but while changing these things does not affect the

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game played with them, if we were to remove one card from the pack or add one card to it before the start of a game, nobody would accept that we were playing the game correctly. Cruttenden's revision of A. To reply instead \yes would give a feeling of "finality", of "end of the conversation"; if A did have something to say about John Smith, the
response with a fall would make it difficult for A to continue. A head is all of that part of a tone-unit that extends from the first stressed syllable up to (but not including) the tonic syllable. 1 2 3 4 5 6 7 8 9 it 'looks like a 'French magazzine (slight hesitation between 'looks' and 'like') the 'television 'is plugged vin 'does your 'colander have a \ handle
('does' possibly not stressed) a /flap on it 'you tell me about / vours (narrow pitch movement on 'yours'; 'tell' may also be stressed) 'well x dark hair .more than .half / wav but er 'not in the \o th er -corners a .sort of ,Daily \ Sketch -format -newspaper ('sort' possibly not stressed) Answers to recorded exercises 217 10 11 12 13 14 15 'on the \to g | 'on
the \lid (both pronunciations o f'on' might be unstressed) well theyre 'on al vternate -steps | theyre 'not on vevery -step 'what about the w en t | at the \ back and a 'ladys \handbag | .hanging on a ,nail on the \ right hand -bit of the -picture | and .111 do the \ right hand -bit were being 'very par vticular | but we 'just haven't 'hit upon 'one
of the \differences -yet (stress on 'just' is weak or absent) 16 and 'what about your telex vision | 'two / knobs | in the / front A udio U n it 19 Exercise 1 1 2 3 4 5 I suppose the best thing's to try later. There is a good example of assimilation in the pronunciation of 'one there'; as often happens when n and d are com bined, the n becomes dental n . kAm
point WDt rest wi:k Has anyone got an idea where it came from? On the positive side, work in gon intonation work i
tone-unit. c) The soft palate is raised for the ae vowel, then lowered for rj. There is another boundary (corresponding to the minor tone-unit boundary () which is marked with either an H or an L. Check your transcription. It has often been claimed that English speech is rhythmical, and that the rhythm is
detectable in the regular occurrence of stressed syllables. If we adopted the two-phoneme analysis, the words 'church' and 'judge' would be composed of five phonemes that result from the one-phoneme analysis: tj - 3: -tj d3 - a - d3 and there would be no separate tj, d3
phonemes. So the plosive is followed immediately by fricative noise. 1 I want her to park that car over there, ai wont pa:k ka:r auva 96 English Phonetics and Phonology Of all the proposals, the one that you made is the silliest. The lips are then opened and the compressed air is released quietly, while the tongue is lowered to the position for normal
breathing. 20.2 There are some major works on geographical variation in English pronunciation. It is useful to place them on a consonant chart, and this is done in Table 1. There is no clear dividing line between two-word compounds and pairs of words that simply happen to occur together quite frequently. M o re d iffic u lt exercises w ith m o r e n a
tu r a l sp e e c h fo llo w la te r (A u d io U n its 18 a n d 19). Maidment, Introducing Phonetic Science (Cambridge: Cambridge University Press, 2005). What would our illiterate observer discover about these three? and Fletcher, J. These examples show sound contrasts that extend over several segments (phonemes), and such contrasts are called
suprasegmental. We do not do this, perhaps because of the spelling, but it is important to remember that the contrasts between p and b, between t and d and between k and g are neutralised in this context. 0, d (example words: 'thumb', 'thus'; 'ether', 'father'; 'breath', 'breathe') The dental fricatives are sometimes described as if the tongue were
differences in pronunciation (as well as in other fields of linguistic anal ysis) resulting from various factors including (in addition to geographical origin) one's age and sex, social class, educational background, occupation and personality. (2000) The Phonology of English as an International Language, Oxford University Press. Any errors that
remain are entirely my fault. There can be disagreements about the most important characteristics of a sound that a symbol should indicate: one example is the vowels of the words 'bit' and 'beat'. c) None of these requires the raising of the tongue blade - all are front or back articulations. To overcome this difficulty, one could ask the members of the
group to choose among a small number of adjectives (or "labels") given by the analyst; the results would no longer represent the listeners' free choices of label. Mitchell, T. In the case of the other three functions, it will be
argued that it is difficult to see how they could be treated as separate; for example, the placement of tonic stress is closely linked to the presenta tion of "new" information, while the question/statement distinction and the indication of contrast seem to be equally important in grammar and discourse. The study of tone language swhen end are sufficient to see how they could be treated as separate; for example, the placement of tonic stress is closely linked to the presentation of contrast seem to be equally important in grammar and discourse. The study of tone are sufficient to see how they could be treated as separate; for example, the placement of tonic stress is closely linked to the presentation of "new" information, while the question/statement distinction and the indication of contrast seem to be equally important in grammar and discourse. The study of the new are sufficient to see how they could be treated as separate; for example, the placement of tonic stress is closely linked to the presentation of tonic stress is closely linked to the presentation of tonic stress is closely linked to the presentation of tonic stress is closely linked to the presentation of tonic stress is closely linked to the presentation of tonic stress is closely linked to the presentation of tonic stress is closely linked to the presentation of the presentation
n in g E n g lish is less im p o r t a n t fo r n a tiv e sp e a k e rs o f n o n - to n e la n g u a g e s, b u t m o s t s tu d e n ts se e m to f in d it a n in te r e s tin g su b je c t. Since we have given very little attention to American accents and
the BBC accent. If there is time, you will find it useful to go back to the start of Exercise 4 and practise repeating the items while looking at the transcriptions. This creates a strong impression of a foreign accent. The other two syllables will normally be much less prominent, and be said on a level pitch. Catford, A Practical Introduction to Phonetics
(Oxford: Oxford University Press, 1988) is good for explaining the nature of practical book is P. In reality, however, however
few are aware that they do this. Fromkin, V. T. (1986) An Introduction to English Prosody, London: Edward Arnold. This is one criterion for judging the value of an analysis; unless one believes in carrying out phonological analysis for purely aesthetic reasons, the only other important criterion is whether the analysis is likely to correspond to the
representation of sounds in the human brain. English language - Phonology. The main difference is that the threeconsonant cluster is longer. The transcription of each, item. We can say, using terminology introduced in Chapter 5, that
clear 1 and dark 1 are allophones of the phoneme 1 in complementary distribution. Information regarding prices, travel timetables and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter. (1999) Linguistics: An Introduction
Cambridge: Cambridge University Press. Most tone-units are of a type that we call simple, and the sort that we call compound are not discussed in this chapter. People who study human behaviour often use the term body language for such activity. (eds.) (1999) Urban Voices, London: Arnold. In nasal consonants, however, air does not pass through
the mouth; it is prevented by a com plete closure in the mouth at some point. Since the velar nasal is introduced in this chapter, I have chosen to attempt this here. This is initially accompanied by voicing, which then dies away. For example, in messages like: Your coat's on fire The radio's gone wrong The wing's breaking up Your uncle's died probably
the majority of English speakers would place the tonic stress on the subject noun, although it is difficult to see how this is more important than the last lexical word in each of the sentences. However, when look in gat speech at the level of the tone are not usually in teres to unit to see how this is more important than the last lexical word in each of the sentences.
rencehere is theonebetweentonic stress (markedbyunderlining the tonic stress (markedlor, in the heador toneofthe five tone-marks) and non-tonic stress (markedlor, in the heador toneofthe five tone-marks) and non-tonic stress (markedlor, in the heador tone)
to n e s. Pullum, G. Accents in America different from GA are mainly found in New England and in the "deep south" of the country, but isolated rural communities everywhere tend to preserve different accents; there is also a growing section of American society whose native language is Spanish (or who are children of Spanish speakers) and they
speak English with a pronunciation influenced by Spanish. Forexample, the fall" partofthe fall-rise is usually carried by the first tonic syllable and the "rise" part by the second. This means that the narrowing that produces
the friction noise is between the vocal folds, as described in Chapter 4. Some compounds are made of more than two words, but we will not consider these. The strength of any particular syllable can be measured by counting up the number of times an s symbol occurs above it. iii) If tj, d3 were able to combine quite freely with other consonants to
form consonant clusters, this would support the one-phoneme analysis. It is probable that such differences will in the future be identified by suitable research work. (ed.) (1978) Tone: A Linguistic Survey, New York: Academic Press. Each simple tone-unit has one and only one tonic syllable; this means that the tonic syllable is an obligatory component
of the tone-unit. In the case of polysyllabic words, it is always the most strongly stressed syllable that receives the tone; the tone mark is equivalent to a stress mark. For example: 'here' hia 'four' fa: but but 'here are' hiar a 'four eggs' fa:r egz BBC speakers often use r in a similar way to link words ending with a vowel, even when there is no
 "justification" from the spelling, as in: 'Formula A' faimjalar ei 'Australia all out' ostreiliar oil aut 'media event' mi:diar ivent This has been called intrusive r; some English speakers and teachers still regard this as incorrect or substandard pronunciation, but it is undoubtedly widespread. (1-5) E xercise 5 W e a k fo r m s In the following sentencess.
those words which are not stressed must be pronounced in their weak forms. ('fo im id a b l O AU11 (CD 2), Ex 5 11.6 W ord-class pairs One aspect of word stress is best treated as a separate issue. This still leaves the possibility of quite a large number of affricates since, for example, t, d are homorganic not only with J, 3 but also with s, z, so 39 40
English Phonetics and Phonology would also count as affricates. Taylor, D. The fortis fricatives have the effect of shortening a preceding vowel in the same way as fortis plosives do (see Chapter 4, Section 4). There is an aspect of intonation that has often been quoted in relation to age differences: this is the use of rising intonation in making
statements, a style of speaking that is sometimes called "upspeak" or "uptalk". Examples were given to show how this happens in the case of rising and falling to nes. (1979) English Speech Rhythm and the Foreign Learner, The Hague: Mouton. Most of the generalisations one could make are probably true for a lot of other languages
as well. Listen and repeat: bee b i: door d o: go gau bear b e a do d u: gear gia boy b a i deardia bough b a u day d e i INITIAL sp, st, sk The plosive must be unaspirated. The IPA has tried as far as possible to keep to Roman-style symbols, although it is inevitable that these symbols have to be supplemented with diacritics (extra marks that add detail
to symbols - to mark the vowel [e] as long, we can add the length diacritic: to give [e:], or to mark it as centralised we can add the centralisation diacritic " to give [e]). Roca, I. How do we account for the following minimal pairs, which were given in Chapter 9? 13.3 Syllabic consonants A final analysis problem that we will consider is that mentioned at
the end of Chapter 8: how to deal with syllabic consonants. The principal difficulty lies in the fact that what is being talked about in our example of letters is at the same time something real and concrete (marks on paper). The main message to get across is that concentration on the fact that what is being talked about in our example of letters is at the same time something real and concrete (marks on paper).
selective, analytic listening will help them to recognise what is being said, and that practice usually brings confidence. and di Cristo, A. It must be pointed out, however, that the evidence for the existence of truly stress-timed rhythm is not strong. P d s m z Continuant Alveolar Voiced 5 In the following sets of segments (a-f), all segments in the set
possess some characteristic feature which they have in common and which may distinguish them from other segments. This would give a pitchmovement that we could draw like this: vsome-ment fithecontinuity of the voicing is broken, however, the pitch pattern might be more like this: vsome-ment fithecontinuity of the voicing is broken, thou we ver, the pitch pattern might be more like this: vsome which they have in common and which may distinguish them from other segments.
irs Intonation 3 137 In this case it would be possible to say that is generally chosen by phonologists. (1-10) Check your answers. There are no other possibilities for final-consonant clusters containing tf, d3, except that the pre-final
or n may occur in combination with post-final t, d as in 'squelched' skwelt/t, 'hinged' hind3d. and Watt, D. It is said that the majority of American speakers of English have an accent that is often referred to as General American (GA); since it is the American accent most often heard on international radio and television networks, it is also called
Network English. These contracted forms are discussed in Chapter 14, and are not included here. For example, consider the four sentences in the following: A: Have you got any free time this morning? ii) A profit was quickly made by those who sold. This is often called the attitudinal function of intonation. There may be an alveolar closure
immediately preceding and overlapping with a velar closure; there may be simultaneous alveolar and velar closure followed by slight contact but not closure in the alveolar region. We will now see if it is possible to state in what contact but not closure followed by slight contact but not closure followed by slight contact but not closure in the alveolar region. We will now see if it is possible to state in what contact but not closure followed by slight contact but not closure followed by sli
th e w o rd s 'y es> a n d 'n o ' sa id in is o la tio n . In recent years, developments in computer technology have led to big improvements in this way of producing speech, but the inadequacy of the original "mechanical speech" approach has many lessons to teach us about pronuncia tion teaching and learning. (1977) 'Isochrony reconsidered', Journal
of Phonetics, vol. (1969) Prosodic Systems and Intonation in English, Cambridge: Cambridge University Press. Identifying tone-unit boundaries It is a generally accepted principle in the study of grammar that utterances may contain one or more sentences, and that one can identify on grammatical grounds the places where one sentence ends and
another begins. 131-6. All appear to consist of prefix + stem. What is being claimed here is that, although it is of great importance, the complexity of the total set of sequential and prosodic components of intonation and of paralinquistic features makes it a very difficult thing to teach or learn. 2. At Cambridge University Press, I would like to thank
Jane Walsh, Jeanette Alfoldi, Liz Driscoll, Anna Linthe, Clive Rumble and Brendan Wightman. This misleading view of intonation must have caused unnecessary anxiety to many learners of the language. Affricates are rather complex consonants. Usually we do not indicate different allophones when we write symbols to represent sounds. Chapter 14 1
a) A I bird in the I hand is worth I two in the I bush j b)! Over a j quarter of a I century has e I lapsed since his j death j 206 Answers to w ritten exercises c) Com j puters con j sume a con I siderable a i mount of j money and I time d) j Most of them have a j rrived on the j bus e) I Newspaper editors are in variably i under worked 2 a) b) Royce c) d) w s
Rolls s w Royce s rail w w y w e s vent (the stress levels o f'Rolls' and 'Royce' are exchanged to avoid "stress clash" between 'Royce' and 'ra-'.) 3 a) w a q k o :z 9v se sm sr is s p s u s tQ bi aetad3iz b) w o t di 3i b m p D p j 3leiJn k o d 3u :z iz b e t s t r e m z c) Ji aeks p o t i k p l i w e l in n s f 3 is siin (Each of the above represents just one possible
pronunciation: many others are possible.) C hapter 15 1 This train is for / Leeds/ York and \ Hull 2 Can you give me a / lift vPossibly W here\to 3 \N o Certainly o t Go a \ wav 4 Did you know hed been convicted of drunken /driving aNo 5 If I give him / money he goes and \ spends it If I lend him the / bike he \loses it Hes completely unrexhable Answers
to w ritten exercises 207 Chapter 16 1 (Th is is an exercise where the re is more thanonecorrect answer.) a) buy it formeb) hear it c) talk to him 2 a) 'Mhenthevw in d-blowsb) /Whendidyou-sayc) 'Whatwasthe\named me of 1 a)
'Which was the/cheap one the-place Chapter 17 b) I 'only c), Shed) There 'wantwould 'was nt to have 'even vtaste, thoughtadid you-say it it 'piecew as of a obvious\ bread in the-house 208 Answers to written exercises e)\ Now will you be-lieve me ~\2 a), opport/unitv b) vactually c)\ confidentially c)\ confidentially c)
      _d) mag Am ficente) re/lationshipf), aftervnoon\y Chapter 18 (The following arepossible intonationpatterns, butothers could becorrect.) 1 Its 'rathervcold 2 Be 1cause I 'cantax fford it 3 Y oure\silly then 4 Ohvplease 5, S evenox clock |, sevenox clock |, sevenothir ty I and \eightead \eighteat 6 a 7 Ive, got to, do th
e / s h o p p in g Fout 8 v S o m e o f th e m - m ig h t Answers to w ritten exercises 209 C hapter 19 1 a) b) c) d) e) f) right I can I do the shopping for you first the professor explained her theory no I first the professor explained her theory no l ten past three no I
ten past three no | ten past three he wrote the letter sadly he wrote the letter | sadly four plus six | divided by two I equals seven we broke one thing after another I that night C hapter 20 This accent has a distribution for r) similar to BBC pronunciation (i.e. a case
can be made for a 13 phoneme), except that in the case of the participial '-mg' ending n is found instead of g. English has no dental or labiodental plosive phoneme for another. We certainly get a lot of that near us. This is the case in
the following example: in an \h o u r Neither of the two syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is fo llo w e d b y a tail the tonic syllable is followed by the tonic syllable is followed by a tail the tonic syllable is followed by the tonic syllable is followed by a tail 
syllable itself. This is a difficult exercise, but explanatory notes are given in the answers section. Adams (1979) presents a review and experimental study of the subject, and concludes that, despite the theoretical problems, there is practical value in teaching rhythm to learners of English. They are known as approximants (introduced in Section 7.3)
 above). As an example, the word 'that' can be pronounced daet (strong form) or d at (weak form). In my experience people find it difficult to remember which is which, so I don't use these terms. 1 2 'Walk 'down the 3 'path to the 4 'end of the 5 ca'nal The stress-timed rhythm theory statesthat the times from each stressedsyllable to the next will tend
to be the same, irrespective of the number of intervening unstressed syllables. Similarly, if one is being asked a series of routine question of a series (like 'Have you ever been in prison?', 'Do you suffer from any serious illness?', 'Is your eyesight defective?'
etc.) with no. There are problems of different types. Harris, J. Dimitrova, S. I would consider it very desirable that any library provided for students using this book should use the following diacritics: • b, d, g pronounced without voicing are transcribed b, d, g • p, t, k
is on pages 210-18. These questions might be rephrased more briefly as: i) What is the form of intonation? Each word will be said twice. Assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable in this regressive assimilation of place is only noticeable as a supplication of the place is only noticeable as a supplication of the place is only noticeable as a supplication of the pla
of the book, these exercises are intended to be worked through from first to last. Fall-rise in such contexts almost always indicates both something "given" or "conceded" and at the same time some reservation or hesitation. Example: go (2); Example: go (3); Example: go (4); Example: go (5); Example: go (6); Example: go (6); Example: go (6); Example: go (7); Example: go (7); Example: go (7); Example: go (7); Example: go (8); Example: go (7); Exa
se c tion gives somepossible versions.) 2 Nowexpandthe following tonic syllables byputtinghend rontofthem, containing thenumberofstres sed syllables indicated in brackets. and Yule, G. and Quirk, R. You haven't seen my watch, have you? If there is a tail of twoormore syllables, then or more syllables, then or more syllables indicated in brackets.
alpitchmovementis for the pitch to fall on the tonic syllable and tore main lowuntil the last stressed syllable in the tail. Abercrombie, D. In generative phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that, at the abstract level, English vowels are simply tense or lax. This example shows the units of phonology it is claimed that the units of phonology 
s o m e tim e s b e se en to d iffer from those of gramm a tical analysis. 14.3 Elision OAU 14(CD 2), Ex 2 The nature of elision may be stated quite simply: under certain circumstances sounds disappear. and Sangster, C. There are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster, C. There are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster, C. There are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster, C. There are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster are two main reasons: first, most native speakers of English find an "all-strong form" pro nunciation unnatural and sangster are two main reasons are two main r
foreign-sounding, something that most learners would wish to avoid. Wells, Longman Pronunciation Dictionary (Third Edition, London: Longman, 2008). The fricative noise is never very strong and is scarcely audible in the case of v. iv) Looking at the act of speaking in a broader way, we can see that intonation can signal to the listener what is to be
taken as "new" information and what is already "given", can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and sort of contrast or link with material in another tone-unit and sort of contrast or link with material in another tone-unit and sort of contrast or link with material in another tone-unit and sort of contrast or link with material in another tone-unit and sort of contrast or link with material in another tone-unit and sort of contrast or link with material in another tone-unit and sort or link with material in another tone-unit and sort or link with material in another tone-unit and sort or link with material in another tone-unit and sort or link with material in another tone-unit and sort or link with a sort or link wit
different accents in Giegerich (1992: Chapter 3), followed by an explanation of the distinctive feature analysis of the English vowel system (Chapter 4) and the consonant system (Chapter 3), followed by an explanation of the distinctive feature analysis of the English vowel system (Chapter 3), followed by an explanation of the distinctive feature analysis of the English vowel system (Chapter 3), followed by an explanation of the distinctive feature analysis of the English vowel system (Chapter 4) and the consonant system (Chapter 5). Several write r s h av e in c lu d e d in the eight feature analysis of the English vowel system (Chapter 5).
fromrise-fallandfall-rise respectively. (1988) The Acquisition of a 2nd Language Phonology, Tubingen: Narr. (2007) English Pronunciation in Use; Advanced, Cambridge: Cambridge: Cambridge University Press. (2003) Sound Patterns of Spoken English, Oxford: Blackwell. In practice this is not usually found confus in gasone is aw
a re of whether one is marking stress levels or intonation, and thecolour differences that you were not aware of before, and students at this stage find it frustrating not to be
 able to write down more detailed information. I do not feel that it is helpful for students to do exercises on using different ways of transcribing English phonemes - just learning one set of conventions is difficult enough. You will then hear the correct version, which you should repeat. This means that the beginning of a vowel is voiceless in this context
17.2 High and low heads O A U 17 (C D 2), Ex 3 Thehead was defined in Chapter 16 as "all that part of a tone unit hat part of a tone unit hat extends from the first stressed syllable upto, but not in cluding, the tonic syllable upto, but not including the cluding the cl
ill u se s o m e lo n g e x a m p le s to illu s tra te th is, a lth o u g h h e a d s o f th is le n g th a re n o t v e ry fre q u e n tly f o u n d in n a t u r a l sp e ec h. Before a velar consonant, the t will become k, as in: 'that case' 6aek keis, 'bright colour' braik k A t a , 'quite good' kwaik gud. 1 2 3 4 5 6 7 8 9 10 ki:p baut kAp d3:t baik kaeb geit kead taiad b3:d
Exercise $ 11 12 13 14 15 16 17 18 19 20 dAk kaup dog kauad beik taid biad put bAg daut F ortis /L en is d is crim in a tion When you hear it as ending with a lenis consonant. This is necessary since no complete analysis of intonation can be done without
having studied these "extended tones". Some phonologists maintain that a syllabic consonant is really a case of a vowel and a consonant that have become combined. Final tj, d3 can be preceded by 1 (e.g. 'Squelch' skweltj, 'bulge' bAld3); 3 is never preceded by 1, and J*is preceded by 1 only in a few words and names (e.g. 'Welsh' welj, 'Walsh' wdIJ).
 Fall—rise vyes vno The fall-rise is used a lot in English and has some rather special functions. Kreidler, The Pronunciation of English, Second Edition (Oxford: Blackwell, 2004). English Phonetics University of Reading 11 CAMBRIDGE U NIVERSITY
 publication is in copyright. 17 Intonation 3 145 a) 'Which was the / cheap b) I 'only c), She 'want to would have one vtaste .thought d) There 'wasnt 'even a e) \N ow will you be*lieve did you *say it it 'piece was Aobvious of \bread in the 'house me 2 This exercise is similar, but here you are given polysyllabic words and a tone. (1980) Discourse
(the latter is another consonant that is intro duced in Chapter 7 - it is the sound at the beginning of 'yes', 'yet'). c) Listen for stressed syllables preceding the tonic syllable and mark them high (') or low (,). Others have thought it important that the symbols should be as close as possible to the symbols that a phonetician would choose to give a precise
indication of sound quality. Sometimes the difference caused by assimilation is very noticeable, and 2 are not separated by one unstressed syllables, 2 and 3 are separated by one unstressed syllable, 3 and 4 by two, and 4 and 5 by three. In the former
 which exist in other places in the language disappear in particular contexts. it was rather frightening because there are scores of these bicycles you really have to have your wits about you all the time because there there are scores of these bicycles you really have to have your wits about you all the time because there there are scores of these bicycles you really have to have your wits about you all the time because the you know they stop suddenly its awkward because the traffic regulations are more honoured in the breach than the observance Im
not in not really sure what regulations there are for instance the er traffic lights red do not apply if youre turning right which means that if youre coming up to a traffic light someone stopped who wants to go straight on or turn left and you want to turn right then you pull out overtake them and then cut across in front Now
word pitch. A widely-used convention is to enclose symbols within brackets that show whether they are phonemic or phonetic values, rather than phonemes, they are often enclosed in square brackets [], as we have done already with cardinal vowels; in many phonetics books, pho nemic symbols are used to represent precise phonetic values, rather than phonemes, they are often enclosed in square brackets [], as we have done already with cardinal vowels; in many phonetics books, pho nemic symbols are used to represent precise phonetic values, rather than phonemes, they are often enclosed in square brackets [], as we have done already with cardinal vowels; in many phonetics books, pho nemic symbols are used to represent precise phonetic values, rather than phonemes, they are often enclosed in square brackets [].
are enclosed within slant brackets //. W ritten exercises 1 Transcribe the following words phonemically: a) fishes e) achieves b) shaver f) others c) sixth q) measure d) these h) ahead 2 Following the style introduced in Exercise 1 for Chapter 4, describe the move ments of the articulators in the first word of the above list. We can look at how younger
people speak and guess at how the pronunciation of the language will develop in the future, but such predictions are of limited value: elderly professors can safely try to predict how pronunciation will change over the coming decades because they are not likely to be around to find themselves proved wrong. A g o o d in t r o d u c tio n is L a d e fo g of the language will develop in the future, but such predictions are of limited value: elderly professors can safely try to predict how pronunciation will change over the coming decades because they are not likely to be around to find themselves proved wrong. A g o o d in t r o d u c tio n is L a d e fo g of the language will develop in the future, but such predictions are of limited value: elderly professors can safely try to predict how pronunciation will change over the coming decades because they are not likely to be around to find themselves proved wrong. A g o o d in t r o d u c tio n is L a d e fo g of the language will develop in the future, but such predictions are not likely to be around to find themselves proved wrong. A g o o d in t r o d u c tio n is L a d e fo g of the language will develop in the future, but such predictions are not likely to be around to find themselves proved wrong. A g o o d in t r o d u c tio n is L a d e fo g of the language will develop in the future are not likely to be around to find the language will develop in the future are not likely to be around to find the language will develop in the future are not likely to be around to find the language will develop in the future are not likely to be around to find the language will develop in the future are not likely to be around to find the language will develop in the future are not likely to be around to find the language will develop in the future are not likely to be around to find the language will develop the language will be around th
d (2006: 247-253). We can isolate three distinct types of suprasegmental variable: sequential, prosodic and paralinguistic. 4[a], it is more suitable to use the symbol ae, which is usually used to represent a vowel between open-mid and open. For very limited messages, such as those of a "talking clock", this tech nique was usable, but for other
purposes the quality of the speech was so unnatural that it was practically unintelligible. Stress position may vary for one of two reasons: either as a result of the stress on other words. 1 2 3 4 5 6 7 8 9 10 Fortis right rait bat baet bet
fin fin vat vast thing 0ii) these di:z sad saed zoo zu: show Jau offer of a over auva method meOad other Ada lesser lesa lazy leizi washing wnjir) laugh la:f leave li:v breath bre0 breathe briid moss nms lose lu:z rush i 'a J 178 Recorded exercises 3 h m e a s u r e m e 39 h o t hDt Exercise 2 r o u g e r u :3 b e e h iv e b i i h a i v Id e n tific a tio n Write the
symbol for the fricative you hear in each word. 7.2 The consonant 1 O AU7 (CD 1), Ex 3 The 1 phoneme (as in 'long' lor), 'hill' hil) is a lateral approximate. 3. If we look at each of the consonants just mentioned and see which of the features each one has, we get a table like this, where + means that a phoneme does possess that feature and - means
with 'ng'. (1988) A Practical Introduction to Phonetics, Oxford: Oxford University Press. It begins with an articulation practically the same as that for t, but instead of a rapid release with plosion and aspiration as we would find in the word 'tip', the tongue moves to the position for the fricative J that we find at the beginning of the word 'ship'. (1970)
 'Supraglottal air pressure in the production of English stops', Language and Speech, vol. As well as being found in initial position, however, tj, d3 never occur in clusters with other consonants. In the word 'eat', the realisation of t is
unaspirated (as are all voiceless plosives when they occur at the end of a syllable and are not followed by a vowel). In my view, "paralinguistic" implies "outside the sys tem of contrasts used in spoken language" - which does not, of course, necessarily mean 152 English Phonetics and Phonology "non-vocal". advantage+-ous photo+-graphy proverb+
ial climate+ -ic (climatic) Exercise 4 injure+-ious (injurious) tranquill+-ity (tranquillty) reflex+-ive embryo+-logy C o m p o u n d w o rd s When you hear the number, say the item. Thus in a pair of words like 'ice5ais and 'eyes' aiz, the ai diphthong in the first word is considerably shorter than ai in the second. Audio Unit 4 E xam ple: Plosives 175
 'coat5 Fortis coat kout leak li:k hurt h 3 it bit bit mate meit lope loup back baek cart ka:t broke brouk rope roup Lenis code koud league liig heard h 3 id bid bid made meid lobe bub bag baeg card kaid brogue broug robe roup Lenis made meid
code koud league li:g robe roub heard h 3:d broque broug lobe loub bid bid bag baeg card ka:d b) Each of the words which follow ends with a plosive. 144 English Phonetics and Phonology Notes on problem s and furth er reading The main concern of this chapter is to complete the description of intonational form, including analysis of perhaps the
most difficult aspect: that of recognising fall-rise and rise-fall tones when they are extended over a number of syllables. Languages such as the above are called tone languages; although to most speakers of European languages such as the above are called tone languages are in fact spoken by a very large proportion of the world's population. In
this approach, diphthongs would be composed of a basic vowel phoneme followed by one of i, u, a, while triphthongs would be made from a basic vowel phoneme would still be distinguished from b, d by being neither bilabial nor alveolar, and n would be distinct
from plosives and fricatives simply by being neither plosive nor frica tive. employ+-ee engine+-eer (engineer) Sudan+-ese usher+-ette (statuette) N e u tr a l s u ffix e s When you hear the stem word, add the suffix, without changing the stress. Thus where BBC pronounces 'car' as ka: and
'cart' as ka:t, GA has ka:r and ka:rt. We have seen that the main differences between consonants are of three types: i) differences in place of articulation; ii) differences in manner of articulation; iii) differences in place of articulation; iii) differences in voicing. 15 'at' Weak form: at 'I'll see you at lunch' ail 'si: ju at 'lAnf In final position: aet 'What's he shooting at?' 'wots i 'Juitir') set 16 'for
form: av 'Most of all5'maust av 'oil In final position: dv 'Someone I5ve heard of 5'sAmwAn aiv 'h 3:d dv 19 'to5 Weak forms: ta (before consonants) 'Try to stop5'trai ta 'stop tu (before vowels) 'Time to eat5'taim tu 'i:t In final position: tu (it is not usual to use the strong form tu:; the pre-consonantal weak form ta is never used) 'I don't want to5ai 'daunt
 'wont tu 20 'as5 Weak form: az 'As much as possible5az 'mAt] az 'posabl In final position: aez 'That5s what it was sold as5'daets 'wot it waz 'sauld aez 21 'some5 This word is used in two different ways. Probably their teachers speak to them in this style, although what the learners are likely to encoun ter when they join in conversations with native
answer is that the posi tion of a word boundary has some effect on the realisation of the t phoneme; this is one of the many cases in which the occurrence of different allophones can only be properly explained by making reference to units of grammar (something which was for a long time disapproved of by many phonologists). If you look carefully a
Since there is no fortis/lenis contrast among nasals this could be left blank. Example: (2) dark; Example an swer: 'Johnwasa'fraidofthedark a) (1) step b) (3) trainc) (2) hot 3 The following sentences are given with intonation trains cribed. Shockey, L. It would be quite acceptable in some dialects of English
(e.g. many varieties of American English) to ask a question like this: (Why do you want to buy it now?) 'Is the / price going -up It is by no means true that a rising tone is always used
for questions in English; it is quite usual, for example, to use a falling tone with question-words" like 'what', 'which', 'when', etc. Exercise 3 Stress place ment in sentences. There are many other possibilities.
 International Phonetic Association (1999) Handbook of the International Phonetic Association, Cambridge: Cambridge University Press. If we were to say that these two sounds a \ , g were phonemes of English, we would have two extra phonemes that do not occur very frequently. It follows that if there is no stressed syllable before the tonic syllable
there cannot be a head. I regret this, but I can't change it. See also C. 1 2 3 4 5 6 7 8 'ksultjists kai'lail 'herifad 'skAn0o:p gla'moigan ,holi'hed 'fraemlirjam 'sauO'end 9 'tfeltnam 10 .invs'nes Exercise 2 T ra n s c rip tio n o f u n fa m ilia r w o rd s The following are also place names. The first thing to notice is that we have a choice of saying these with
the pitch remaining at a constant level, or with the pitch changing from one level to another. McMahon, A. a) 6 ing b) Gink c) Oinking d) finga e) singing a) saund b) aerjga c) kaint d) kaempa e) bond 3 The phoneme t is realised as [t] when it occurs between vowels if the preceding vowel is stressed and the following vowel is unstressed. It was
explained in Chapter 7 that in certain contexts no g is pronounced, but it can be claimed that at an abstract level there is a g phoneme, although in certain contexts the g is not actually pronounced. For reading on autosegmental analysis (often given the name ToBI, which stands for Tones and Break Indices), a good introduction is Cruttenden (1997).
56-67). If you produce a long sequence dndndndndn without moving up and down. Perhaps the most familiar type of compound is the one which combines two nouns and which normally has the stress on the first element, as in: 'typewriter' 'taipraita 'car ferry
 'kaiferi 'sunrise' 'sAnraiz 'suitcase' 'suitcase' 'suitcase' 'suitkeis 'teacup' 'tiik A p It is probably safest to assume that stress will normally fall in this way on other compounds; however, a number of compounds receive stress instead on the second element. The classic work on the subject is Pike (1948) while more modern treatments.
(1975: 2 1 2 - 2 9 ), F ro m k in (1978) and K a tam b a (1989: C h a p te r 10). This means that the t component of t f has a place of articulation rather further back in the mouth than the t plosive usually has.
exercises A udio U n it i Exercise 2 1 2 3 4 5 radical • • • emigration • • • disability • • • • • alive • Audio U n it 2 Exercise 2 1 2 3 4 5 ae in been 'ban' hAb 'hub' 1 in fil 'fill' d in m o s 'moss' e in led 'led' a in 6 7 u in p u t 'put' in k A m 'come' 8 1 in m i d 'mid' 9 n in b o m 'bomb' 10 e in s e l 'sell' 6 7 8 9 10 u: a A udio U n it 3
211 7 a: in pa:t 'part' 8 d in dpi 'doll' 9 10 in Ia v 'love' 3: in b 3: n 'burn' a Exercise ^ 1 ia in fiss 'fierce' 2 ea in kesd 'cared' 3 us in mooz 'moors' 4 ei in reid 'raid' 5 ai in taim 'time' 6 au in kaut 'coat' 7 a i in k a i t 'kite' 8 ia in b r a d 'beard' 9 u a in t u a z 'tours' 10 a u in b a u n 'bone' 11 a i in b a i l 'boil' 12 a u in t a u n 'town' A udio U n it 4
Exercise 3 b) 1 p in ha:p 'harp' 2 g in raug 'rogue' 3 t in eit 'eight' 4 d in raid 'ride' 5 b in nmb 'mob' Exercise 6 7 8 9 10 in e i k 'ache' in a u d 'ode' p in r i p 'rip' g in s a e g 'sag' t in f i : t 'feet' 6 7 8 9 10 in e i k 'ache' in a u d 'ode' p in r i p 'rip' g in s a e g 'sag' t in f i : t 'feet' 6 7 8 9 10 in e i k 'ache' in a u d 'ode' p in r i p 'rip' g in s a e g 'sag' t in f i : t 'feet' 6 7 8 9 10 'guarded' 'dedicated' 'paddock' 'boutique' 'appetite' k d 5 1 'debate' 2 'copied' 3 'buttercup' 4 'cuckoo' 5 'decayed' A udio U n it 5 Exercise 3 1 geit
 'gate' 2 kaut 'coat' 3 bit 'bit' 4 taiad 'tired' 5 bi:t 'beat' 6 pauk 'poke' 7 ka:t 'cart' 8 ka:t 'caught' 9 paoa 'power' 10 ka:d 'cord' 11 y a ; p gap' 12 b i a d 'beard' 13 k a : 'car' 14 p e i d 'paid' 15 gAt'gut' 16 d a u t 'doubt' 17 t a u d 'toad' 1 8 d u : 'do' 19 p e a 'pair' 20 d e k 'deck' 212 Answers to recorded exercises Exercise 4 1 'keep' 2 'boat' 3 'cup' 4
 'dirt' 5 'bike' 6 'cab' 7 'gate' 8 'cared' 9 'tired' 10 'bird' 11 'duck' 12 'cope' 13 14 15 16 17 18 19 'dog' 'coward' 'bake' 'tied' 'beard' 'put' 'bug' 20 'doubt' A udio U n it 6 Exercise 2 a) initial position 6 v in novo 'over' 7 3 in me30 'measure' 8 s in aisir
 'icing' 9 J in ei j'o 'Asia' 10 h in ohed 'ahead' c) final position 11 6 in lood 'loathe' 12 v in i:v 'Eve' 13 J in aej 'ash' 14 f in rAf 'rough' 15 0 in ooB 'oath' A udio U n it 7 Exercise 6 1 j 11:303! 'usual' 2 rimein 'remain' 3 eksasaiz 'exercise' 4 we on t] 'wearing' 5 3:d3ont 'urgent' 6 minimom 'minimum' 7 vaiolons 'violence' 8 emfosis 'emphasis' 9 d3entli
 'gently' 10 0ir)kir) 'thinking' 11 taipraito'typewriter' 12 j iali 'yearly' A udio U n it 8 Exercise 6 (spellings) 1 'scraped' 6 'thrones' 3 'clothes' 4 'scripts' 7 'plunged' 8 'quench' 5 'crunched' Answers to recorded exercises 213 A udio U n it 9 Exercise 5 1 2 3 4 5 'gaidna 'gardener' 'k d a m 'column' 'haendlz 'handles' a'laiv 'alive' pri'tend
 'pretend' 6 'sAdn 'sudden' 7 'kaelas 'callous' 8 'Sretnirj 'threatening' 9 pa'lait 'polite' 10 'pAzl 'puzzle' A udio U n it 10 Exercise 2 (sp ellin g s) 1 Shrewsbury 2 Polperro 6 Birmingham 3 Aberdeen 4 Wolverhampton 5 Aberystwyth 8
 Dundee 7 Northampton 9 Canterbury 10 Basingstoke A udio U n it 12 Exercise 3 1 'liiv da 'rest 3 V da 'fu id fa 'lAIIJ' 2 'd in t da sam 'le tS Z far a tu 'aupan 3 1w es da di 'egz 'kAm from 4 'riid iz 'buk on 'ra it som 'nouts 5 at 'liist wi kan 'tra i an 'help A udio U n it 13 Exercise 1 (s p e llin g s ) 1 Colchester 2 Carlisle 3 Hereford 4 Scunthorpe 5 Glamorgan
6 Holyhead 214 Answers to recorded exercises 7 Framlingham 8 Southend 9 Cheltenham 10 Inverness Exercise 2 1 2 3 4 5 'lestaj's (Leicestershire) dAn'f3 :mlin (Dunfermline) 'sti:vnid 3 (Stevenage) pen'zaens (Penzance) 'gilfad (Guildford) 6 7 8 9 10 kaul'rein (Coleraine) 'hAdasfiild (Huddersfield) heilz'auin (Halesowen) 'wilmztau (Wilmslow) 'bainstspi
(Barnstaple) Exercise 3 1 2 3 4 5 'James de'cided to 'type the 'letter him'self The 'plane was a'pproaching the 'runway at 'high 'speed 'Try to 'see the 'other 'persons 'point of 'children A udio U n it 14 Exercise 1 Each j 'person in the i 'group was I 'trained
in sur vival 'bout 'three i 'hundred I 'soldiers were I 'lined up 'Buying a 'new com I 'puter is a I 'major ex j 'pense 'All the I people who I 'cam when you I 'talk to him 1 2 3 4 5 Exercise 2 Note: When recordings of conversational speech are used, it is no longer possible to give
definite decisions about "right" and "wrong" answers. If I lend him the bike he loses it. At first hearing it seems very difficult, but when worked on step by step it is far from impossible. It is interesting to note that some phonologists of the 1950s and 1960s felt it necessary to invent a 'phoneme' of juncture in order to be able to transcribe minimal pairs
like 'grey tape'/ 'great ape' unambiguously without having to refer to grammatical boundaries; see, for example, Trager and Smith (1951). While this is often true, we must recognise that there are exceptions which make us consider some quite serious theoretical problems. (1998) Weak Forms in Present-Day English, Oslo: Novus Press. 1 2 3 4 5 'Is
there a / car -park 'Meet me at the \b u s -stop It 'really 'isnt the vbest I \ cycled to -work /W hat was it -called A udio U n it 17 Exercise 1 In to n atio n R e p e titio n o f to n ic s y lla b le p lu s t a i l Listen and repeat, taking care to continue the pitch movement of the tone over the tail: \ Bill -bought it / Bill -bought it a BUI -bought it
Exercise 2 \F o ur of them -came / Four of them -came / Four of them -came / Four of them -came / Why do you -do it a Why do y
phonemic n. When we come to look at more complex intonation of r is that the tip of the tongue approaches the alveolar area in approximately the way it would for a t or d, but never actually makes contact with any part
of the roof of the mouth. (1996) 'The formulation of a transcription system for British English', in Knowles, G., Wichmann, A. (1987) Patterns of Spoken English, London: Longman. 'my train' m a i t r e i m (r voiceless following t in 'train', a i longer) • 'all that I'm after today' o il 6 at a i m u:fto t o d e i (t relatively unaspirated when final in 'that') 'all the train' m a i t r e i m (r voiceless following t in 'train', a i longer) • 'all that I'm after today' o il 6 at a i m u:fto t o d e i (t relatively unaspirated when final in 'that') 'all the train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train') a longer in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train') a longer in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train') a longer in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r e i m (r voiceless following t in 'train' m a i t r
time after today' o:l d a t a i m a i f t a t a d e i (t aspirated when initial in 'trail') • 'tray lending' t r e i l e n d i g ("clear 1" initial in 'trail') • 'keep sticking' k i: p s t i k i g (t unaspirated after s) 'keep sticking' k i: p s t i k i g (t unaspirated in 'ticking') The context in which the words occur almost
always makes it clear where the boundary comes, and the juncture information is then redundant. Two prin ciples are usually mentioned: one is that it is possible in most cases to detect some sudden change from the pitch level at the end of one tone-unit, and recognition of the start of the following tone-unit.
tone-unit is made easier by the fact that speakers tend to "return home" to a particular pitch level at the beginning of a tone-unit. H. In this way, t is one phoneme, J is another and t j yet another and t j yet another. The sound in 'lea' is what is called a "clear 1"; it resembles an [i] vowel, with the front of the tongue raised (we do not normally use a special phonetic
symbol, 7 Nasals and other consonants 49 different from 1, to indicate this sound). The phonetic symbol for this voiceless fricative is m. The lenis fricatives have very little or no voicing in initial and final positions, but may be voiced when they occur between voiced sounds. D iffe re n t n a m e s: "t o n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "in to n e - g r o u p ", "
tion-group", "sense-group", "sense-group", "intonationunit" and "intonationunit" and "intonationunit" and tion phrase (IP)" are all more or less synony mous with "tone-unit" Good background read in gonth is is Cruttende en (1997: 26-55). In favour of accepting g as a phoneme is the fact that traditional phoneme theory more or less
phonemes is that they are phonetically like vowels but phonologically like consonants (in earlier works on phonology they were known as "semivowels"). It is difficult to go into detailed examples since not many symbols have been introduced at this stage, so further consideration of phonological issues is left until later chapters. 1 2 3 4 5 6 We could go
 by bus Of course its broken The car was where Id left it How much is the biggest one I knew it would go wrong It was too cold /yes vsome \w hy \two Ano \re d /please vyes /n o \w et 193 194 Recorded exercises 7 8 9 10 Here it is That was a loud noise We could go from Manchester Have you finished Now check your answers. It is usual to illustrate
(1992) English Phonology: An Introduction, Cambridge: Cambridge University Press. - 4th ed. (1999) Phonetics: The Science of Speech, London: Arnold. Exercise i R e p e titio n Each word is shown with a diagram showing which syllables are strong (•) and which are weak (•). M a n y 128 English Phonetics and Phonology students find it very helpful
to work with a computer showing a real-time display of their pitch movements as they speak. This is the explanation that would be used in the case of the sentences suggested in Section 19.1: i) Ive 'got to 'take the \d o g for a -walk ii) Ive 'got to 'take the \d o g for a -walk ii) Ive 'got to 'take the 'dog to the we take the 'dog to the 
if there's no social life?' might be pronounced in a careful way as (in pho nemic transcription) wDts da point av gauir) to skuil if daz nau saujl laif, but a young speaker talking to a friend might (in the area of England where I live) say it in a way that might be transcripted phonetically as s p 5 i? The bestknown set of symbols is that of the International
 Phonetic Association's alphabet (the let ters IPA are used to refer to the Association and also to its alphabet). We will begin by looking at intonation in the shortest piece of speech we can find the single syllable. If you make the initial sound o f'yet' or 'wet' very long, you will be able to hear this. The argument for this might be based on the claim 97 98
Ladd (1996: Chapters 2 and 3); see also Roca and Johnson (1999: Chapter 14). A udio U n it 10 Exercise 1 W ord stress mark (') before the stressed syl lable. For example, the final consonant in 'that' dset is alveolar t. 'There isn't any, is there?5dar 'iznt eni iz da o r dar 'iznt eni iznt eni iz da o r dar 'iznt eni iz da o r dar 'iznt eni iznt en
A: Do you know what the longest balloon flight was? The first point concerns the shortening of a preceding vowel by a syllable-final fortis consonant. English language - Study and teaching - Foreign speakers. Diphthongs Exercise 6 R e p e titio n Listen and repeat, making sure that the second part of the diphthong is weak. In some of the exercises you
are asked to put stress or intonation marks on the text. It is difficult to know whether contractions of grammatical words should be regarded as examples of elision or not. Do not mark intonation. More recent research has tended to be carried out within the framework of sociolinguistics, and has tried to cover urban speech with a balanced coverage of
  ages and social classes. (1997) 'Bulgarian speech rhythm: stress-timed or syllable-timed?'. Journal of the International Phonetic Association, vol. In most words where the BBC accent has d we find a: or o:, so that 'dog', which is dog in BBC, is da;g or do;g in American pronunciation. In rapid, casual speech the t will become p before a bilabia
consonant, as in: 'that person' daep p3:sn; 'that man' 6aep maen; 'meat pie' mi:p pai. If we consider how intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of them is the use of intonation to discourse, we can identify two main areas: one of the use of intonation to discourse, we can identify the use of intonation to discourse, we can identify the use of intonation to discourse, we can identify the use of intonation to discourse, and the use of intonation to discourse, we can identify the use of intonation to discourse, and the use of intonation to d
lation of conversational behaviour. and Setter, J. Similarly, within the area of prosodic components most generalisations tend to be rather obvious: wider pitch range tends to be used in excited or enthusiastic speaking, slower speed is typical of the speech of someone who is tired or bored, and so on. Notes on problem s and furth er reading Perhaps
would be satisfying to be able to list examples of phonological differences between accents in the area of stress and intonation but, unfortunately, straightfor ward examples are not available. Much more could be said about assimilation but, unfortunately, straightfor ward examples are not available. Write
each sen tence down in normal spelling. One vowel is noticeably different: the d of 'dog', 'cot' in BBC pronunciation is not found in GA. Ashby and I. Fricatives are continuent consonants, which means that you can continue making them without interruption as long as you have enough air in your lungs. As far as stress is concerned, the guestion is
quite simple. 273-96. Brazil, D., Coulthard, M. and Harris, K. and McCully, C. It would in theory be possible to teach young foreign learners of English to speak like young native speakers of English, and many students from other countries who have a period of study in a British university or language school manage to acquire something of the accent
of young people in the area, but in my own experience it is likely 168 English Phonetics and Phonology that when they get back home they risk being given a lower mark by their (middle-aged) examiners in an oral examination than students producing a more traditional accent. It will often be necessary to use symbols to represent tones, and for this
we will use marks placed before the syllable in the following way (phonemic transcription will not be used in these examples - words are given in spelling): Level yes no Falling \y e s o Rising /y e s /n o 122 English Phonetics and Phonology This simple system for tone transcription could be extended, if we wished, to cover a greater number of
possibilities. and Johnson, W. Such functions are examples of intonation's discourse function. James (1988) explores the relevance of metrical phonology to language learning. When we analyse longer stretches of speech, it is necessary to mark the places where tone-unit boundaries occur - that is, where one tone-unit ends and another begins, or
where a toneunit ends and is followed by a pause, or where a tone-unit begins following a pause. There are many other ways of analysing the very complex vowel system of English, some of which are extremely ingenious. 15.1 Form and function in in ton atio n To summarise what was said above, we want to know the answers to two questions about
English speech: i) What can we observe when we study pitch variations? 18. Let us look briefly at some areas that come within the subject of phonology; these areas of study will be covered in more detail later in the course. s twen w ty The word 'places' normally
carries stronger stress than 'twenty' (i.e. is rhythmically stronger). I have tried in this course to stay within the conventions of the British tradition, but to present an analysis that is simpler than most. 14.3 An essential part of acquiring fluency in English is learning to produce connected speech without gaps between words, and this is the practical
importance of linking. a) English i:, i, u:, u; cardinal vowels [i], [e], [u], [o] b) t d n 1 s tj d3 J 3 r c) b f v k g h d) p t k f 6 s JtJ e) u: o: su au f) 1r w j 14 Aspects of connected speech Many years ago scientists tried to develop machines that produced speech from a vocab ulary of pre-recorded words; the machines were designed to join these words
together to form sentences. For the purposes of analysing intonation, a unit generally greater in size than the syllable is needed, and this unit is called the toneunit; in its smallest form the tone-unit may consist of only one syllable. Ashby, M. Dialectology in its
traditional form is therefore principally interested in 20 Varieties of English pronunciation 163 geographical differences; its best-known data-gathering technique was to send researchers (usually called "field workers") mainly into rural areas (where the speakers were believed to be less likely to have been influenced by other accents), to find elderly
speakers (whose speech was believed to have been less influenced by other accents and to preserve older forms of the dialect) and to use lists of questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation, the questions to find information about vocabulary and pronunciation about vocabular
dialogues between speakers who are dis cussing differences between two similar pictures. For example, in many accents of the Midlands and north-western England a particular set of words includes 'one', 'none',
'nothing', 'tongue', 'mongrel', 'constable', but does not include some other words of similar form such as 'some' SAm and 'ton' t An. One result of this difference is that are pronounced identically (i.e. are homophones) in BBC - for example, 'won' and 'one', 'nun' and
'none'. We will underline syllables that carry a tone from this point onwards. (1997) Intonation, 2nd edn., Cambridge: Cambridge University Press. If you wish to go more deeply into compound-word stress, you should first study English word formation. The important thing is to check that the sequence of articulatory events is more or less the same.
He's completely unreliable. 17.4 Autosegm ental tre a tm ent of in to nation In recent years a rather different way of analysing intonation, sometimes referred to as autosegmental, has become quite widely used, especially in American work. and Smith, H. Trudgill and D. W ritten exercises The words in the following list should be transcribed first
phonemically, then (in square brackets) phonetically. These were: level, fall and rise. (eds.) In Honour of Daniel Jones, London: Longman, pp. 11.3 Prefixes We will look only briefly at prefixes. The theory also claims that while some languages (e.g. Russian, Arabic) have stress-timed rhythm similar to that of English, others (e.g. French, Telugu,
Yoruba) have a different rhythmical structure called syllables, whether stressed or unstressed or unstressed syllables. In 'good
girl', for example, it is not a simple matter of the first word ending either in d or in g, but rather a matter of the extent to which alveolar and/or velar closures are achieved. For a brief overview, with recorded examples, see Collins and Mees (2008: Section C). Laver, Principles of Phonetics (Cambridge: Cambridge: Cambridge: University Press, 1994) is a very
comprehensive and advanced textbook. The most important difference between GA and BBC is the distribution of the r phoneme, GA being rhotic (i.e. r occurs in all positions, including before consonants and at the end of utterances). In the following exercise you must mark the value of each feature in the table for each segment listed on the top row
with either a + or you will probably find it useful to look at the IPA chart on p. It was mentioned above that tone-units are sometimes not; pause-type boundaries with a single vertical line (I). Exercise 2 1 2 3 4 5 ai spauz 6 bes 0 igz th trai
leita if iz kAmir) thdei dr a:t t h bi a letr raund da W3:lz greits lorn tenis festhvl biginz Dm mAndei wif fiks fa 6a ripea maen th kAm am mend it Anda gaerntii 6 nAmbaz bin ir)geid3 fr auvr an aua Exercise 4 | dea 'bildirj \ win fa:mz | 'oil 'auva di /earia | ,wea wi \ h v | wi kan si: 'lorj \ lainz av dam | a,lDg da ,tDps av da \ hilz | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an 'daun bai da vkanst J dark fils | an
a 'win 't3:bainz 'aut at / s i l | 'aend a'lDg d a x foi | dei 'aunli 'bild dam 'wea daz 'plenti av vwind | Aobviasli | wi ,s3:tnli ,get a ,lot av \ daet mar -as | ju vkod -sei | da .laenskeips ,bi:r) kam,pli:tli traensxfaimd | bap 'maus 'pi:pl 'daunt si:m ta \ maind | A udio U n it 20 Note: Transcription of natural speech involves making decisions that have the effect of
simplifying complex phonetic events. 103-22. Certainly there is overlap between these two functions. It would not be practical or useful to teach all learners of English to produce assimilations; practice in making elisions is more useful, and it is clearly valuable to do exercises related to rhythm and linking. For example, other tones such as fall-rise-fall
or rise-fall-rise are occasionally found. oil pranauz|z w a ii meid iz siliast Jane and Bill could have driven them to and from the party. The best-known cases are: • 'had', 'would': spelt'd, pronounced d (after consonants), except that after s, z, J, 3, tj,
d3 'is' is pronounced iz and 'has' is pronounced az in contracted form; • 'will': spelt '11, pronounced to (after vowels), av (after consonants); • 'have': spelt ve, pronounced to (after vowels), av (after consonants); • 'have': spelt ve, pronounced to (after vowels), av (after consonants); • 'have': spelt ve, pronounced to (after vowels), av (after consonants); • 'have': spelt ve, pronounced to (after vowels), av (after consonants); • 'have': spelt ve, pronounced to (after vowels), av (after vowels), 
first syllable may disappear; the aspiration of the initial plosive takes up the whole of the middle portion of the syllable, resulting in these pronunciations (where h indicates aspiration in the phonetic transcription): ph'teitau th'ma:tau kh'neari ph'haeps t h'dei ii) Weak vowel + n, 1, r becomes syllabic consonant (see Chapter 9 for details of syllabic
consonants). When you hear the word, write it with phonemic symbols. Listen and repeat: graebd bou0 grabbed both laik dam like them hop back luk fo:wad look forward peg daun peg daun peg down wip
kriim whip cream Exercise 4 Recognition Look at the items of Exercise 3(b) above. The main object of the exercise is to transcription using phonemic symbols plus any non-phonemic symbols you may need. Sometimes an intonation mistake can cause a
difference in apparent grammatical meaning (something that is dealt with in Chapter 19). But in the following words there is no r in the pronunciation: ii) 'car' ka: 'ever' eva iii) 'hard' ha:d 'verse' v3is 'here' hia 'cares' kcaz Many accents of England
accents). Another possibility is to set up a phoneme that we might name syllabicity, symbolised with the mark. Another component of intonation 3 143 although there are inevitably problems and exceptions, we continue to treat the
tone-unit as something that can be described, defined and recognised. (2002) Phonetics, Oxford: Oxford University Press. Few people now believe this to be possible. There is a very detailed study of English weak forms in Obendorfer (1998). a) First element adjectival, stress on second element 1 loudspeaker 4 second-class 2 bad-tempered 5 three-
wheeler 3 headquarters b) First element nominal, stress on first element 1 typewriter 4 suitcase 2 car ferry 5 teacup 3 sunrise c) Mixture of types (a) and (b) 1 long-suffering 4 red-blooded 2 gunman 5 gearbox 3 shoelace 6 overweight Exercise 5 W ord -c lass p a irs You will hear the number of the item and its word-class. Johnson, A Course in
Phonology (Oxford: Blackwell, 1999). Celce-Murcia, M., Brinton, D. A udio U n it 2 English short vow els The exercises in this Unit practise the six short vowels introduced in Chapter 2. There are roughly forty such words in English. Assimilation of voice is also found, but again only in a limited way. skau f s naeu saeuj loif. This seems to be true in all
cultures, and is usually described by older speakers as "sloppy" or "careless". Notice the length difference in the vowel. What, then, is the practically all writers on the subject of the phonemes of English decide that this answer is not
correct, and that the sound m in 'which', 'why', etc., is not a phoneme of English but is a realisation of a sequence of two phonemes, h and w. Incomplete tone-units (those without a tonic syllable) are omitted. We will look at this question of "two sounds = one phoneme" from the theoretical point of view in Chapter 13. The example sentence given
above would be divided into feet as follows: i 1 i 2 | 'Walk | 'down the 3 'path to the fact that some feet are stronger than others, producing strong-weak patterns in larger pieces of speech above the level of the foot. Giegerich, English Phonology: An Introduction
(Cambridge: Cambridge University Press, 1992) is more advanced, and contains valuable information and ideas. We will continue to use square brackets for cardinal vowel symbols are printed in blue 5 Phonemes and symbols 35 type, and the context should make it clear whether the symbols are phonemic or phonetic in
function. b) Identify the tone (in these items the only tones used are fall and rise) and place the appropriate tone mark before the tonic syllable. Kenworthy, J. If our observer then examined a lot of typed and printed material they would begin with
% and never with % at the beginning of a sentence. This is the approach taken in this course. To summarise the analysis of £is it / you so far, it is an utterance of three syllables, consisting of one toneunit; the only syllable that carries a tone is the third one. We will use i, e, a, a, u, a: thus i: could be transcribed as ii, a: as aa, a: as aa, u: as uu and 3:
as aa. 171-6, London: Longman. a) (rise) opportunity d) (rise-fall) magnificent b) (fall-rise) actually e) (rise) relationship c) (fall) confidently f) (fall-rise) afternoon 18 Functions of intonation has now been described in some detail, and we will move on to look more closely at its functions. Native speakers can usually still
understand what is said, if necessary by quessing at inaudible or unrecognisable words on the basis of their knowledge of what the speaker is talking about. Most Canadian and American accents, as is the case with the difference between
Australian and New Zealand accents). ) (Careful speech would have definotonetic rather than phonemic rather than phonemic definition and definition definition and definition definition and definition definition and definition 
syllable or syllables of the tail will continue to move up wards from the pitch of the tonic syllable. (1-10) Now check your answers. This is a difficult question that will be examined more fully later; for the present I will answer it (rather unsatisfactorily) by saying that it is unusual for a syllable said on a level pitch to be so prominent
that it would be described as carrying a level tone. But the number of pieces, the moves they can make and their relationship to all the other pieces are very important; we would say that if any of these were to be changed, the game would no longer be what we call chess. a) A bird in the hand is worth two in the bush. and Docherty, G. Second, and
more importantly, speakers who are not familiar with the use of weak forms are likely to have difficulty understanding speakers who do use weak forms to help them to understand what they hear. Ashby, P. In a more
practical way, it can be useful to compare the accounts of American and British pronunciation in pronunciation dictionaries such as Jones (eds. and Alderson, P., Working with Speech, London: Longman. We can make our "tree diagram" grow to look like this: S twen W ty s pla w ces If we then look at this phrase in the context of a longer phrase
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'twenty places further back', and build up the 'further back' part in a similar way, we would end up with an even more elaborate structure: 14 Aspects of connected speech in this way we are able to show the relationships between strong and weak elements, and the different levels of
stress that we find. O'Connor, J. There are many good introductory books at a more advanced level: I would recommend P. Listen and repeat: 'Taxes have 'risen by 'five per \ cent .Taxes have 'risen by .five per \ cent .Taxes have .Taxes have .Taxes have 'risen by .five per \ cent .Taxes have 'risen by .five per \ cent .Taxes have .Taxes .T
.time to .read the \ paper 'Wouldnt you 'like to 'read it on the /train .Wouldnt you .like to .read it on the / train 196 Recorded exercises Exercise 4 T rans c rip tion of to ne-unit, and will be heard three times. A diagram of its rhythmical structure can be made, where s stands for "strong" and w
stands for "weak". He re are some examples: i) I v might ione we find a similar situation: if the tone we find a similar situation: if the tone we find a similar situation is syllable in the tail, the "rise" part of the tone takes pla
c e o n th e firs t (to n ic ) syllable a n d th e "fall" p a r t is o n th e se c o n d . and Mees, I. Wells, J. It seems, then, that no contrast between syllable-final 1J and ttj exists in the BBC accent, and the same 13 Problems in phonemic analysis 99 appears to be true in relation to nj and ntj and to n3 and nd3. We will look at these in turn. However, rj is a
different matter. There is now a growing awareness of how frequently this is to be found in contemporary English speech; however, it not easy to formulate rules stating the contexts in which this occurs. This is explained - in rather difficult terms - in Chomsky and Halle (1968:110-26). 129-59. As usual in intonation work in this book, punctua tion is
left out, since it can cause confusion. Listen to each pair and repeat: FORTIS FOLLOWED BY LENIS mate made rope robe leak league cart card back bag meit meid rau p raub li:k li:g ka:t ka:d baek baeg LENIS FOLLOWED BY FORTIS code coat bid bit lobe lope heard hurt brogue broke Exercise 3 kaud kaut b id b it la u b la u p h 3 :d h 3 :t braug
brauk Id en tific a tion of final plosives a) You will hear the twenty words of Exercise 2. Yet another point of view results in a transcription using i for 'bit' and i:, a symbol different from i both in shape of symbol (suggesting quality difference) and in
length mark (indicating quantity difference), for 'beat'. The widespread use of computer printers and word processing has revolutionised the use of symbols, and sets of phonetic fonts are widely available via the Internet. Fudge, E. Thus we find that the words 'sing' and 'hang' are pronounced as sir) and haeg; to give a few more examples, 'song' is
sor), 'bang' is baeg and 'long' is lor). As far as the articulation of the sound is concerned, there is really only one pronunciation that can be recommended to the foreign learner, and that is what is called a post-alveolar approximant. Notes on problem s and further detail on a particularly only one pronunciation that can be recommended to the foreign learner, and that is what is called a post-alveolar approximant.
difficult theoretical problem. (1951) An Outline of English Structure, Washington: American Council of Learned Societies. d) Most of them have arrived on the bus. This is similar to what was seen with the plosives. English phonetics and phonology The best and most comprehensive book in this field is A. and Kenworthy, J. First, an emotion may be
expressed involuntarily or voluntarily; if I say something in a "happy" way, this may be because I feel happy, or because I want to convey to you the impression that I am happy. Notes on problem: although there are not many English words in which this sound appears, those
words are ones which occur very frequently words like 'the', 'this, 'there', 'that'. O. Some people (who usually turn out to do well in phonetic training) find that in speaking to someone with a different accent their pronunciation gets progressively more like that of the person they are speaking to, like a chameleon adapting its colour to its environment
Some writers follow Halliday (1967) in using the terms tone, tonality and tonicity (the "three Ts") to refer (respectively) to tone, to the division of speech into tone-units and to the placement of the tonic syllable; see for example Tench (1996), Wells (2006). high In the case of the high he ad, the stressed syllable which he ad is he
ig h in p itc h; u s u a lly it is h ig h e r th a n th e b e g in n in g p itc h o f th e to n e o n th e to n ic syllable. This is an example of the abstract view of phonology where the way a word is represented phonologically may be significantly different from the actual sequence of sounds heard, so that the phonetic and the phonemic levels are quite widely
separated. (1956) The Pronunciation of English, 4th edn., Cambridge: Cambridge: Cambridge University Press (first published 1909). Cruttenden, Intonation (Second Edition, Cambridge: Cambridge: Cambridge University Press, 1997), J. We can summarise the position so far by saying that (within a word containing the letters 'ng' in the spelling) r) occurs without a following
g if it occurs at the end of a morpheme; if it occurs in the middle of a morpheme it has a following g. James, A. (1991) 'RP today: its position and prospects', in D. (2006) English Intonation, Cambridge University Press. The "curlingback" process usually carries the tip of the tongue to a position slightly further back in 50 English Phonetics
and Phonology the mouth than that for alveolar consonants such as t, d, which is why this approximant is called "post-alveolar". Certain English words are shortened so severely (usually to a single phoneme) and so consistently that they are represented differently in informal writing (e.g. 'it is' —> 'it's5; 'we have' —> 'we've'; 'do not' —» 'don't'). A
more wide-ranging discussion of distinctive features is given in Clark et al, (2007: Chapter 10). But if English speakers hear mai t3in they can usually recognise this as 'my turn' and not 'might earn'. 15.4 Some functions of English tones O A U 15 (C D 2), E x 5 In th is c h a p te r o n ly a v e ry sm a ll p a r t o f E n g lish i n t o n a ti o n h a s b e e n in
tro d u c e d. Collins and I. Most languages have fricatives, the most commonly found being something like s. 6.3 The affricate phonemes in English. Number 19, 'to', is a partial exception. In looking at connected speech it is useful to bear in mind
the difference between the way humans speak and what would be found in "mechanical speech". Perhaps the most important consequence of what has been described in this chapter is that learners of English must be made very clearly aware of the problems that they will meet in listening to colloquial, connected speech. Then the tongue blade is
raised to make a fairly wide constriction in the post-alveolar region and the vocal folds are separated to stop voicing; the flow of air causes fricative noise. For more recent accounts, see Couper-Kuhlen (1986: Chapters 7 and 8) and Ladd (1996: 221-35). The same is found for all vowels following h; the consonant always has the quality of the vowel it
precedes, so that in theory if you could listen to a recording of h-sounds cut off from the beginnings of different vowels in words like 'hit', 'hot', 'hut', etc., you should be able to identify which vowel would have followed the h. In the above example, the first two syllables (words) are the head of the tone-unit. The sound 1.1 is therefore, according
to this theory, an allophone of n. In addition, H and L tones are associated with bounda ries. Plosives, which were described in Chapter 4, are not continuants. For a word like 'button' bAtn or 'bottle' bDtl, it would be necessary to add n, to the first post-final set; the argument would be extended to include the rin 'Hungary'. B: /yes A: turn left at the
first roundabout... There are many examples similar to (ii); perhaps the best rule to give is that the tone-unit if there is a word there with greater importance to what is being said. This is set out in Chomsky and Halle (1968: 178-87). (Cambridge:
Cambridge University Press, 1982), which is a large and very valuable work dealing with accents of English throughout the world. They would quickly discover, through noticing differences in meaning, that V is a different accents often
concentrate on small communities, but for our purposes it will be more useful to look briefly at differences between some of the largest groups of speakers of English Word-Formation, Cambridge: Cambridge University Press. An example of the latter is what
is sometimes called coalescence, or coalescent assimilation: a final t, d and an initial j following often combine to form tj, d3, so that 'not yet' is pronounced by the hearer. (This view has already been referred to in the Notes for Chapter
10, Section 3.) Many similar examples could be constructed with other vowels; some possibilities may be suggested by the list of words given in Section 9.2 to show the different spellings that can be pronounced with a. As with the plosives and most of the fricatives, we have a fortis/lenis pair, and the voicing characteristics are the same as for these
other consonants, tj is slightly aspirated in the positions where p, t, k are aspirated, but' not strongly enough for it to be necessary for foreign learners to give much attention to it. Prosodic components should be regarded as part of intonation along with sequential components. Looking specifically at compounds, it is worth reading Fudge (1984:
Chapter 5). One further type of tran scription is one which is basically phonemic, but contains additional symbolic information about allophones of particular symbols: this is often called an allophonic transcription. W. In some cases, we have difficulty in deciding on the overall phonemic system of the accent we are studying, while in others we are
concerned about how a particular sound fits into this system. There must always be one of these boundaries marked before a % boundary. In a word like 'betting', which in BBC pronunciation is pronounced with a t that is plosive and slightly aspirated, American speakers usually have what is called a "flapped r" in which the tip of the tongue makes
very brief contact with the alveolar ridge, a sound similar to the r sound in Spanish and many other languages. You can read a summary of this approach in Cruttenden (1997: 38-40). There are several arguments: no single one of them is conclusive, but added together they are felt to make the one-phoneme analysis seem preferable. The two-phoneme
analysis has one main advantage: if there are no separate tj, d3 phonemes, then our total set of English consonants is smaller. iii) A third way in which the distribution of o is unusual is the small number of vowels it is found to follow. The
Chapter 15, five tones found on English one-syllable utterances were introduced, and if English were spoken in isolated monosyllables, the job of tonal analysis would be a rather similar one to that described for tone languages. For example, if it were important to distinguish between a high level and low level tone for English we could do it in this
way: High level Low level "yes _yes "no _no Although in English we do on occasions say "yes or "no and on other occasions _yes or _no, a speaker of English would be unlikely to say that the meaning of the words 'yes' and 'no' was different with the different tones; as will be seen below, we will not use the sym bols for high and low versions of tones in
the description of English intonation. For example: A: You start off on the ring road ... In the present context we will only consider one fairly simple one, which could perhaps be described as "limited agreement" or "response with reservations". Whether the question of this sound is approached phonetically or phonologically, there is no h sound in the
 "voiceless w ". In addition to the many dialects of Chinese, many other languages of South-East Asia (e.g. Thai, Vietnamese) are tone languages; so are very many African languages. Halliday, M. (1945) The Intonation of American English, Ann Arbor:
University of Michigan Press. The velar nasal 13, described in Chapter 7, also raises a lot of analysis problems: many writers have suggested that the correct analysis is one in which there is no 13 phoneme, and this sound is treated as an allophone of the phoneme n that occurs when it precedes the phoneme g. Once one has recognised the
importance of features other than pitch, it is neces sary to devise a framework for categorising these features. My feeling is that while the practice and study of connected speech (e.g. assimilation, juncture) being given more
emphasis than they should. (right) can I do the shopping a) Id 'like you to \help me for you b) I 'hear youre 'offering to 'do (right) can I do the shopping the \ shopping
her theory first she explained her theory e) 'Tell me 'how the \theory was pre-sented (no) ten past three f) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three g) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'think it 'starts at 'ten past three h) I 'th
22, pp. It rarely occurs after a diphthong or long vowel, so only the short vowels i, e, ae, a, d, u, a are regularly found preceding this consonant. If we take the two words 'my turn' mai t 3in, we know that the sounds m and ai, t and 3:, and 3: and n are closely linked. The most important are: i) ii) iii) iv) v) width of pitch range; key; loudness; speed;
voice quality. Many languages have the possibility of changing a statement into a question simply by changing the tone from falling to rising. The most common position for this is on the last lexical word (e.g. noun, adjective, verb, adverb as distinct from the function words introduced in Chapter 12) of the tone-unit. The phonemic system described
here for the BBC accent contains forty-four pho nemes. C hapter 7 Plosives: p t k b d g Fricatives: f 0 s j h v d z 3 Affricates: t j d3 Nasals: mng Lateral: 1 Approximants: r w j (This course has also mentioned the possibility of g and m.) a) SQufo c) s t i a r i g b) V3is d) bredkrAm Answers to w ritten exercises 203 e) s k w e a g) b a it f) asrjga h) n a i n t i
m 3 a) The soft palate is raised for the b plosive and remains raised for ae. For example, it could be argued that 'photograph' may be divided into two independent words, 'photo' and 'graph'; yet we usually do not regard it as a compound, but as a simple word. 2 Draw tree diagrams of the rhythmical structure of the following phrases. MacCarthy, P.
Fortis consonants are usually articulated with open glottis - that is, with the vocal folds separated. It is essentially a natural phenomenon that can be seen in any sort of complex physical activity, and the only important matter is to remember the restriction, specific to English, on voicing assimilation mentioned above. This can be said in at least two
different ways: i) 'Those who 'sold vquickly I ,made a \ profit ii) 'Those who vsold I .quickly I, made a \ profit ig Functions of intonation 2 155 The difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two difference caused by those who vsold I. quickly I. Those who is a large transfer of the tone-unit boundary is seen to be equivalent to giving two difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two difference caused by those who is a large transfer of the tone-unit boundary is seen to be equivalent to giving two difference caused by those who is a large transfer of the tone-unit boundary is seen to be equivalent to giving two difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two difference caused by those who is a large transfer of the tone-unit boundary is seen to be equivalent to giving two difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two difference caused by the placement of the tone-unit boundary is seen to be equivalent to giving two differences.
no English word begins with the consonant sequence zbf and no word ends with the sequence aeh. On the other side there are sceptics like Crystal (1969: 161-5) who reject the idea of an inherent rhythmical pattern. 20.2 Geographical variation For a long time, the study of variation in accents was part of the subject of dialectology, which aimed to
identify all the ways in which a language differed from place to place. Identifying the tonic syllable in the 
three of these characters all represent the same letter, while the fourth is a different letter. An alternative procedure would be to ask a lot of speak ers to say a list of sentences in different ways according to labels provided by the analyst, and see what intonational features are found in common - for example, one might count how many speakers used
a low head in saying something in a "hostile" way. The suggested solution to this problem was to use the symbol i, which does not represent any single phoneme; a similar proposal was made for u. Generally speaking, the cases that have most often been described are 14 Aspects of connected speech 111 assimilations affecting consonants. Thu something in a "hostile" way.
o An o one Ano sir Whenthere are two ormore syllables in the tail, the syllable immediante calling the names of students from a register will often do so using a level
tone on each name, and the students are likely to respond with yes when their name is called. In such cases, the tone on each name, and the students are likely to respond with yes when their name is called. In such cases, the tone on which the pitch movement is completed over the rest of the tone on which the tone to never the tone of the t
Study of the phonemic system It is sometimes helpful to think of the phonemic system as being similar to the set of cards used in a game of chess. Everyone agrees that English has at least two contrasting nasal phonemes, m and n. s i g r 'e t 6 -esque: picturesque, p i k t j r 'e s k b) When you hear the stem
word, say the word with the given suffix, putting the stress on that suffix, putting the stress on that accent that it is easily recognised. Here are some
examples: A: You wouldn't do an awful thing like that, would you? Exercise 2 T rans crip tion Now skip backwards on the CD and listen to the above sentences again; this time transcribe what you hear, using mainly phonemic symbols but also using raised h (h) to indicate a weak voiceless vowel, as in 'potato' phteitao. Anexample is: i} Ive \s e
n / h im - n y In th is e x a m p le th e re se em s to b e e q u a l p r o m in e n c e o n 'se e n a n d 'h im '. There are many laboratory techniques for measuring time in speech has not shown the expected regularity; moreover, using the same measuring
techniques on different languages, it has not been possible to show a clear difference between "stress-timed" and "syllable-timed" languages. However, these rules are certainly not adequate as a complete practical guide to how to use English intonation. cm. (2005) Introducing Phonetic Science, Cambridge: Cambridge University Press. We can
display the complete set of these phonemes by the usual classificatory methods used by most phoneticians; the vowel quadrilateral - as was done in Chapters 2 and 3 - and the consonants can be placed in a chart or table according to place of articulation, manner of articulation and voicing. For example, if
we consider the English d phoneme, it is easy to show that it differs from the plosives b, g in its place of articulation (alveolar), from t in being fricative, from n in not being fricative, from n in not being fricative, from the beginning of a syllable,
so that 'music' is pronounced mu:zik and 'beautiful' as brntifl. However, as long as this distinction is under stood, it is generally agreed that the term "pitch" is a convenient one to use informally to refer both to the subjective sensation and to the objectively measurable fundamental frequency. O a U 6 (CD l), Exs 1-3 We will now look at the fricatives
separately, according to their place of articulation, f, v (example words: 'fan', 'van'; 'safer', 'saver'; 'half', 'halve') These are labiodental: the lower lip is in contact with the upper teeth as shown in Fig. If a sentence starts with an unstressed syllable, leave it out of consideration - it doesn't belong in a foot. If we do this, how do we describe the
assimilation in 'good thing', where d becomes dental d before the 0 of 'thing', or in 'good food', where d becomes a labiodental plosive before the f in 'food'? Bolinger, D. Long vowels followed by r. Casual speech, as
well as being less rhythmical and faster, tends to include a lot of "fillers" - such as hesitation noises (usually written cum' or 'er') or exaggeratedly long vowels to cover a hesitation. However, in sp, st, sk we find an unaspirated plosive, and there could be an argument for transcribing them as sb, sd, sg. The analysis in this form is presented in Trager
and Smith (1951). It would be too long a task to examine other writers' symbols in detail, but it is worth considering some of the reasons for the differences. (1999: 67-8). Here is a little invented example: I was in Marks and Spencer's. 'idea5, 'idea5,
necessary. The word we use for the overall behaviour 15 Intonation i 121 of the pitch in these examples is tone; a one-syllable word can be said with either a level tone or a moving tone. The alternative is to say that assimilation causes a phoneme to be realised by a different allophone; this would mean that, in the case of g u g g s: l and g o b b o i,
the pho neme d o f'good' has velar and bilabial allophones. One might express this in more technical language by saying that in certain circumstances a phoneme may be realised as zero, or have zero realisation or be deleted. For example, English speakers learning French or German have to learn to produce front rounded vowels. We will lo ok a t
o m e ty p ic a l o c c u rre n c e s; n o e x a m p le s o f e x tra p itc h h e ig h t w ill b e c o n s id e re d h e re , so th e e x a m p le s o f e x tra p itc h ra n g e . The vowel symbols of the cardinal vowel system (plus a few others) are usually included on the chart of this alphabet,
which is reproduced at the beginning of the book (p. Some problems, points of interest and alternative possibilities are mentioned. English, however, is not a tone language, and the function of tone is much more difficult to define than in a tone language, and the function of tone is much more difficult to define than in a tone language, and the function of tone is much more difficult to define than in a tone language, and the function of tone is much more difficult to define than in a tone language.
also vowel changes associated with n't (e.g. 'can' kaen - 'can't' kaint; 'do' du: 'don't' daunt; 'shall' Jael - 'shan't' Jaint); 14 Aspects of connected speech 115 • 'are': spelt 're, pronounced a after vowels, usually with some change in the preceding vowel (e.g. 'you' ju: - 'you're' jua or jo:, 'we' wi: - 'we're' wia, 'they' dei - 'they're' dea); linking is used when
a vowel follows, as explained in the next section. Underline the appropriate. A number of such problems are discussed below. In the food section. The rate of vibration of the vocal folds - something which is physically measurable, and which is related to
activity on the part of the speaker - is the fundamental frequency of voiced sounds, and should not be called "pitch". to represent a glottal closure, the phonetic transcription for various words containing tj can be given as follows: 'nature' 'catching' 'riches' W ith glottalisation W ithout glottalisation nei?tfa kas?tfir) ri?tjiz neitfa kaetjir) ritfiz There is
similar glottalisation of p, t, k, although this is not so noticeable. Gimson, A. However, in most American accents and in some English accents of the south and east we find that, while 'pew' is pronounced pju: and 'queue' as kju:, 'tune' is pronounced turn; this absence of j is found after the other alveolar consonants; hence; 'due' du:, 'new' nu:
Goodwin, Teaching Pronunciation (Cambridge: Cambridge: 
vast number of possible varieties. Keep away from that road! How many dogs have you got? Don't you like it? Fudge, English Word Stress (London: Allen and Unwin, 1984) is a useful textbook on word stress. The treatment of rhythmical hierarchy is based on the theory of metrical phonology. Few people have carried out experiments on listeners'
perception of attitudes through intona tion, probably because it is extremely difficult to design properly controlled experiments. The clearest example is r, which is restricted in this way. In the framework presented in Crystal and Quirk (1964),
paralinguistic features of the "vocal effect" type are treated as part of intonation, and it is not made sufficiently clear how these are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features are to be distinguished from prosodic features. I f in d that a small number of the students are to be distinguished from prosodic features are to be distinguished from prosodic feature
in s o m e cases a h igh level of ling u istic a n d m u s ic a l ab ility). Nevertheless, if we are ever to make new discover ies about intonation, it will be as a result of studying what people really say rather than inventing examples of what they might say. In a similar way, we have a more or less fixed set of "pieces" (phonemes) with which to play the
game of speaking English. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press. (2005) Introducing Phonology, Cambridge University Press. (2005) Introducing Phonology Ph
underworked. On a single syllable \ w h y', the pitch movement might be of this sort: 134 English Phonetics and Phonology but if the speakers lowest pitch is reached be fore the end of the tail, the
a ti o n in th is w ay in th e 1960s). Hirst, D. However, it is a rather complex theoretical matter, and you may prefer to leave consideration of it until after the discussion of problems of phonemic analysis in Chapter 13. Example: j 'Come to the j 'party on i 'Monday j 'evening j 1 Each person in the group was trained in survival 2 About three hundred
intonation (attitudinal, accentual and grammatical) could be seen as different aspects of discourse function. ToBI is essentially a computer-based transcription system, and more information about it is provided on this book's website. 13.7 Conclusion This chapter is intended to show that there are many ways of analysing the English phonemic system.
each with its own advantages and disadvantages. When the stem has more than one syllable, the stress is on one of the syllables in the stem. They begin as plosives and disadvantages. When the stem has more than one syllable, the stress is on one of the syllables in the stem. They begin as plosives and disadvantages. When the stem has more than one syllable, the stress is on one of the syllables in the stem.
know how the phonemes of a particular word would be realised when the word is pronounced in isola tion, in cases where we find a phoneme realised differently as a result of being near some other phoneme belonging to a neighbouring word we call this difference an instance of assimilation. Some writers have concentrated on producing a set of
phonemic symbols that need the minimum number of special or non-standard symbols as being too complex, and have tried to use as far as possible symbols and diacritics which are already in existence for various special alpha betic requirements of European languages
and which are available on standard keyboards. List of symbols 1 Symbols for phonemes I e ae A D u as in as 
'cur' k3i au as in 'go' gsu au as in 'cow' kau as in 'cow' kau as in as 
in 'bee' bi: 'doe' dau 'gap' gaep 'vat' vast 'this' dis 'zip' zip 'measure' me33 1 r j w as in as in 'sin 'to each' tu i:tj? 19, with the tip touching the inner side of the lower teeth. The Scottish r sound is usually r jet 'wet' w et d3 as in 'gin' d 3 in List of symbols xi 2 Non-phonemic symbols xi 2 
pronounced as a "flap" or "tap" similar to the r sound in Spanish. However, it would additionally predict that the comparative and superlative forms 'longer' longest' would be pronounced with no g following the rj, while in fact the correct pronunciation of the words is: 'longer' longest' Inggost As a result of this, the rule must be modified:
it must state that comparative and superla tive forms of adjectives are to be treated as single-morpheme words for the purposes of 48 English Phonetics and Phonology this rule. Hello, is that 661071? To return to the analogy with grammar, in natural speech one often finds sentences which are grammatically anomalous or incomplete, but this does
not deter the grammarian from describing "normal" sentence structure. There is a strong tendency for tone-unit boundaries between grammatical units of higher order than words; it is extremely common to find a tone-unit boundaries between grammatical units of higher order than words; it is extremely common to find a tone-unit boundaries between grammarian from describing "normal" sentence structure. There is a strong tendency for tone-unit boundaries between grammarian from describing "normal" sentence structure.
forms in speaking, and some foreigners do this. (1996) The Intonation Systems of English, London: Cassell. There is a CD-ROM disk to accompany the dictionary which allows you to hear the English Phonetics and Phonology 6 .4 Fortis consonants All the
consonants described so far, with the exception of h, belong to pairs distin guished by the difference between fortis and lenis. (1980: 98-103) and Crystal (1969:282-308). (1973) The Intonation of Colloquial English, 2nd edn., London: Longman. Theyre building wind farms all over the area where we live. In one particular case we find progressive
assimilation of manner, when a word-initial 6 follows a plosive or nasal at the end of a preceding word: it is very common to find that the O becomes identical in manner to the Ef but with dental place of articulation. The distribution of these consonants would be rather limited, but the main problem would be fitting them into our pattern of syllable
structure. Audio U nit 17 1 2 3 4 5 Intonation 195 What time will they come A day return to London The North Pole would be warmer Have you decided to buy it I recorded them on cassette Now check your transcription. It is also possible to see this movement in a mirror if you open your lips wide as you produce it. PE1133.R55 2009 421'.5-dc22
2008052020 ISBN 978-0-521-71740-3 Paperback with Audio CDs (2) ISBN 978-0-521-88882-0 Hardback with Audio CDs (3) ISBN 978-0-521-88882-0 Hardback with Audio CDs (3) ISBN 978-0-521-88882-0 Hardback with Audio CDs (4) ISBN 978-0-521-88882-0 Hardback with Audio CDs (5) ISBN 978-0-521-88882-0 Hardback with Audio CDs (6) ISBN 978-0-521-88882-0 Hardback with Audio CDs (7) ISBN 978-0-521-88882-0 Hardback with Audio CDs (7) ISBN 978-0-521-88882-0 Hardback with Audio CDs (7) ISBN 978-0-521-88882-0 Hardback with Audio CDs (8) ISBN 978-0-521-88882-0 Hardback with Audio CD
or will remain, accurate or appropriate. The term "voice quality" needs comment, as it tends to be used with different meanings: sometimes the term is used to refer to the personal, "background" character istics that make one person's voice recognisably different from another, mainly as a result of the complex interaction of laryngeal and
supralaryngeal features (Crystal, 1969: 100-4; Laver, 1980, 1994); for some writers, however, "voice quality" is the auditory result of different types of vocal fold vibration. The pronunciation of t is very different in American English when it occurs at the end of a stressed syllable and in front of an unstressed vowel. 16.3 Pitch possibilities in the
simple to n e-u n it It h as been said several times in this chapter in order to help explain some
important general principles. 2 Can you give me a lift? This is completely determined by the choice of tone for the tonic syllable. To understand this point you should imagine (or even actually perform) your pronunciation of a sentence in a number of different ways: for example, if the sentence was 'I want to buy a new car' and you
were to say it in the following ways: "pleading", "sad", "happy", "proud", it is certain that at least some of your performances will be different from some others, but it is also certain that the technique for analysing and transcribing intonation introduced earlier in the course will be found inadequate to represent the different things you do. F
roachthebeginningofthetone: the 'rainwas 'coming'down'fairly \hard Inthenextexamplethehead: .thats,not the beginningofthetone: the 'rainwas 'com ing'down'fairly \hard Inthenextexamplethehead is low; sincethetonead is low; sincethetonead is low; sincethetone; the 'rainwas 'com ing'down'fairly \hard Inthenextexamplethenead is low; sincethetonead is low; sincethetonea
successive stre sse d syllables in the head to moveupwards the beginningpitchofthe to ne:,1 could have boughtit for less thana highhead is followed by a rise the stressed syllables tend to moveupwards, as one would expe
ct, to wards the beginningpitchofthe tone: 'will there bea'nothero mplication should be mentioned here. The tone-unit is difficult to define, and one or
two examples may help to make it easier to understand the concept. (1-5) Exercise 3 R e a d in g in to n a tion When you hear the number, say the sentence with the intonation is used to convey our feel ings and attitudes: for example, the
same sentence can be said in different ways, which might be labelled "angry", "frateful", "bored", and so on. Of course, it is not suggested that the timing is as regular as a clock: the regularity of occurrence is only relative. and Trim, J. The phonemic analysis of the velar nasal has already been discussed above (see Notes on problems and
further reading in Chapter 7). xii. Another example is that of the definite article. It is fre quently said that the placement of the tonic syllable indicates the focus of the information. vmost of them could be transcribed H* L-H% most of 
theory, it seems unlikely that it would be more useful to learners of English than the traditional analysis presented in this book. 224 Bibliography Honikman, B. The sounds k, f are not homorganic, but t, d and J, 3, being made with the tongue blade against the alveolar ridge, are homorganic. Exercise 3 P ro d u c tio n When you hear the number,
pronounce the word (which is given in spelling and in phon etic symbols). As an example, it might be claimed that J in 'hutch' hAtJ was different (perhaps in having shorter duration) from J in 'hutch' hAtJ was different from that of t in 'what shapes' wot
 Jeips. When you hear one of them, say "A" if you hear an item from the left-hand column, or "B" if you hear one from the righthand column. (1-12) Check your answers. (2003) English as a Global Language, 2nd edn., Cambridge University Press. Jones, D., eds. Giegerich, H. The fricative J is a common and widely distributed phoneme, but 3
is not. Because of this complete closure along the centre, the only way for the air to escape is along the sides of the tongue. W ritte n exercise Phonological difference, since one phoneme that is present in BBC pronunciation is absent in American accents. Speaking
to one's own children, for example, is a very different activity from that of speaking to adults that one does not know well. In words like 'lunge', 'flange' there seems to be no possible phonological distinction between Ld3, flaend3 and lAn3, fl
range of acting talent in a randomly selected group is considerable. 14.2 Factors such as assimilation and elision are dealt with in an interesting and origi nal way in Shockey (2003). 226 Bibliography Upton, C., Kretzschmar, W. Ladefoged, A Course in Phonetics (Fifth Edition, Boston: Thomson, 2006), but see also 220 Recommendations for general
reading the same author's Vowels and Consonants (Second Edition, Oxford: Blackwell, 2004) or M. One approach that has been given a lot of importance is distinctive feature analysis, which is based on the principle that phonemes should be regarded not as independent and indivisible units, but instead as combinations of different features. However
one point is much more important and fundamental than all the problems discussed above. Similarly, someone may ask a question that implies readiness to present some new information. To find out more about American and Scottish pronunciation, see Cruttenden (2001: Sections 7.6.1); there is a good account of the vowel systems of
American, Scottish and BBC English in Giegerich (1992: Chapter 3). The exercises given below 13 Problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetically transcribed English which involve problems when a phonemic analysis 105 therefore concentrate on bits of phonetical phonetical phonetical phonetical phonetical phonetical phonetical phonetical phonetical phonetical
Chapter 4, initial and final lenis consonants usu ally have little or no voicing anyway; these devoiced consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants usu ally have little or no voicing anyway; these devoiced consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not shorten preceding vowels as true fortis consonants do not
hearing, and many of them find that they acquire the glottalised pronunciation in talking to native speakers. Initial t, d plus post-initial set of consonants would have to be interpreted as initial t, d plus post-initial j, 3, with the result that the post-initial set of consonants would have to be interpreted as initial t, d plus post-initial j, 3, with the result that the post-initial set of consonants would have to be interpreted as initial t, d plus post-initial j, 3, with the result that they acquire the glottalised pronunciation in talking to native speakers. Initial t j', d3 would have to be interpreted as initial t, d plus post-initial j, 3, with the result that they acquire the glottalised pronunciation in talking to native speakers. Initial t, d plus post-initial j, 3, with the result that they acquire the glottalised pronunciation in talking to native speakers. Initial t, d plus post-initial j, and also j
could only combine with t, d. There are brief discussions of the phonemic status of r) in Chomsky and Halle (1968: 85) and Ladefoged (2006); for a fuller treatment, see Wells (1982: 60-4) and Giegerich (1992:297-301). This centralisation diacritic then gives us the symbol [a] for a vowel which is nearer to central than [a]. This arises in syllables ending
with 1, m, n, g, followed by a fortis consonant such as p, t, k as in 'belt5belt, 'bump' bAmp, 'bent' bent, '
intonation in a similar (though much slower) way - through listening to and talking to English speakers. Critical views are expressed in Brazil et al. Dauer's theory makes possible comparisons between different languages in terms of their relative posi tions on a scale from maximally stress-timed to maximally syllable-timed (see for example Dimitrova
1997). Trudgill, P. Obendorfer, R. But a reply of /n o would be an invi tation to A to explain why she is looking for Ann, or why she does not know where she is. Davidsen-Nielsen, N. However, we still find many cases where it is difficult to explain tonic placement in terms of "importance" or "information". In the following exam ples, each tone-unit
consists of an initial tonic syllable and a tail: \ look at it / what did you say \b o th of them were here 132 English Phonetics and Phonology When it is necessary to mark stress in a tail, we will use a special symbol, a raised dot • for reasons that will be explained later. This is, of course, very different from the "r-sounds" of many other languages where
some kind of tongue-palate contact is made. Let us look further at the role of tone-unit boundaries, and the link between the toneunit and units of grammar. Rise-fall (often sounds surprised or impressed) Aoh Alovelv iAmmense Notes on problem s and fu rth e r reading 15.1 The study of intonation went through many changes in the twentieth century
and different theoretical approaches emerged. W ritte n exercise In the following bits of conversation, you are supplied with an "opening line" and a response that you must imagine saying. Each Audio Unit corresponds to a chapter of this book. Fig. The present chapter returns to this topic to look in more detail at differences in pronunciation. (1964)
'A rticulatory settings' in D. Ladefoged, P. Audio U n it 18 Into n ation: extracts from conversation The following extracts are from the same recorded conversations as were used in Audio Unit 14. It should now be clear that there is a fundamental difference between phonemic symbols and phonetic symbols. Each extract is given three times.
Abercrombie, Fifty Years in Phonetics, Edinburgh: Edinburgh: Edinburgh University Press, pp. One example that is very familiar is the use of a rising tone with questions. Of the remainder, Edinburgh: Edinburgh
few h o u r s o f p ra c tic a l classes. Hughes, P. Chomsky and M. A rather different r sound is found at the beginning of a syllable if it is preceded by p, t, k; it is then voiceless and fricative. a) goat Starting from the position for normal breathing, the back of the tongue is raised to form a closure against the velum (soft palate). Some phoneticians
working at the end of the nine teenth century tried to develop non-alphabetic sets of symbols whose shape would indicate all essential phonetic characteristics; these are described in Abercrombie (1967: Chapter 7). The comment about Audio Unit 18 at the end of Chapter 18 applies also to Audio Unit 20 (CD 2). On the distinction between stem and
root, see Radford etal. Notes for teacher's point of view. In this chapter, then, we are going to look at the importance of the various topics in this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter, then, we are going to look at the importance of the various topics in this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter, then, we are going to look at the importance of the various topics in this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter, then, we are going to look at the importance of the various topics in this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view. In this chapter from the language teacher's point of view in the 
69m ri:d 6i:z —» —» inns get t am ri:ddi:z The d phoneme frequently occurs with no discernible friction noise. (1987) Teaching English Pronunciation, London: Longman. When we find the letters 'nk' in the middle will have a
pronunciation containing gg and others will have rj without g. Moving tones are more common. In the head, we sometimes find cases where the stressed syllables are not all high or all low, as in the following example: After one of the 'worst 'days of my vlife It can also happen that a speaker is interrupted and leaves a tone-unit incomplete - for
example, lacking a tonic syllable. For example: 'importance' im'paitns, 'centenary' sen'timri. Producing elisions is something which foreign learners do not need to learn to do, but it is importance' im'paitns, 'centenary' sen'timri. Producing elisions is something which foreign learners do not need to learn to do, but it is important for them to be aware that when native speakers of English talk to each other, quite a number of phonemes that the foreigner might expect to hear are not
actually pronounced. Individual stressed ("accented") syllables must all be marked as H or L, or with a combination marking a pitch movement, and with an asterisk * following the syllables. 13, pp. Other segmental differences are phonetic: the 1 phoneme, which was introduced in Section 2 of Chapter 7, is almost always pronounced as a "dark 1" in
American English: the sound at the beginning of 'like' is similar to that at the end of 'mile'. Distinctive features rather than individual phonemes. Many speakers with northern English accents, for example, do not have a contrast between a and u
so that 'luck' and 'look' are pronounced identically (both as l u k ); in the case of consonants, many accents do not have the phoneme h, so that there is no difference in pronunciation between 'art' and 'heart'. We describe pitch in terms of high and low, and some people find it difficult to relate what they hear in someone's voice to a scale ranging
from low to high. It 160 English Phonetics and Phonology seems likely that a considerable amount of valuable new research on pronunciation will grow out of the study of discourse. Most English speakers do not consciously know about the difference between clear and dark 1, yet they are quick to detect the difference when they hear English
conveying attitudes 18 Functions of intonation i 151 through intonation, those which are not actually wrong are likely to be too trivial to be worth learning. But just as there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, so there is an abstract alphabet as the basis of our writing, and the basis of our writing as the basis of our w
so important if one does not insist on defining watertight boundaries between them. Clark, C. When you hear the number you should say the word. In some of the later exercises you will find it necessary to stop the recording in order to allow yourself enough time to write a transcription. 126 English Phonetics and Phonology 15.5 Tones on o the r
words We can now move on from examples o f'yes' and 'no' and see how some of these tones can be applied to other words, either single-syllable words or words of more than one syllable. and Rahilly, J. A better name for this is phonation type. (2005) English Accents and Dialects, 4th edn., London: Edward Arnold. 1) are briefer and somewhat
simpler. Many an aly ses with in the British approach to nest on a tioninclude among to nest on a tioninclude among to nest on a tioninclude are called post-alveolar, which can
be taken to mean that the tongue is in contact with an area slightly further back than that for s, z (see Fig. 13.4 Clusters o f s w ith plosives Words like 'spill', 'skill' are usually represented with the phonemes p, t, k following the s. Again, they need a proper descriptive and classificatory system, but this is not something that comes within the
scope of this course, nor in my opinion should they be regarded as components of intonation. Another dictionary is J. Knowles, Patterns of Spoken English (London: Longman, 1987) and C. In the case of "attention focusing", the most obvious use has already been described: this is the placing of tonic stress on the appropriate syllable of one particular
word in the tone-unit. Many English speakers are surprisingly sensitive about this consonant; they tend to judge as sub-standard a pronunciation in which h is missing. Both the above principles are useful guides, but one regularly finds, in analysing natural speech, cases where it remains difficult or impossible to make a clear decision; the principles
may well be factually correct, but it should be emphasised that at present there is no conclusive evidence from instrumental study in the laboratory that they are. Possibly. If, in r is in g p r o gressiv ely h ig h e r, th e p itc h re a c h e s th e h ig h e s t p a r t o f th e s p e a k e r's n o r m a l p itc h ra n g e, s u b s e q u e n t syllables w ill c o n tin u e a
t t h a t to p level. As with many of the distinctions being made in connection with stress, there are areas of uncertainty. Pharyngeal ized t* ds Breathy voiced V Retracted e C entralized e X X M id-centralized e n. The notion of "expressing an emotion or attitude" is itself a more complex one than is generally realised. Tone-unit boundary placement
that only some Conservatives like the proposal, while (ii) implies that all the Conservatives like it. Many different theoretical examination. i) with high he adwe 'a skeed if ..... English language - Phonetics. If some one is askeed ague stion and replies \y
Chapter 13. Dauer, R. There may also be differences in stress or intonation, but not such as would cause a change in meaning. However, with plosives an alternative possibility is to produce the consonant with completely closed glottis. You can read about "linking r" and "intrusive r" in Collins and Mees (2008) and Giegerich (1992: 281-3). Setter
(Cambridge: Cambridge University Press, 2006). When there is a pair of phonemes with the same place and manner of articulation but different ways of making b
two different realisations of the phoneme. When you hear the number, say the item with the tone that is marked. Olausson, L. (1983) 'Stress-timing and syllable-timing reanalysed', Journal of Phonetics, vol. 'Finger' and 'anger' consist of just one morpheme each. Mees (Second Edition, London: Routiedge, 2008). 1 This train is for Leeds, York and Hull
What happens if something other than a vowel precedes a fortis consonant? In this last case there would be no indication to the foreign learner that the pair of words was to be treated as a compound. 4 'Read his 'book and 'write some 'notes 5 At 'least we can 'try and 'help Now correct your transcription, using the version in the answers section. The
 question might be answered by saying that the new phonemes are to be classed as vowels. The fall could be said to give a nimpres some finality". There is a lot of information about symbol design and choice in Pullum and Ladusaw (1996). (1987) Metrical Phonology: A Coursebook, Cambridge: Cambridge University Press. would be
acceptable. A clearer treatment of the schwa problem is in Giegerich (1992: 68-9 and 285-7). E. When there is morethanone stressed syllable in theheadire ctomore thanone stressed syllable in theheadire ctionofthebe in theheadire ctionofthebe ginning
itc h of the tone on the Handbook of the International Phonetic Association (IPA, 1999). This is found in Shropshire. i) In initial position we find m, n occurring freely, but r)
never occurs in this position. Intonation is also important in the conversational interaction of two or more speakers. The tongue, jaw and lip positions for the vowel are all produced simultaneously with the h consonant, so that the glottal fricative has an ae quality. But when the alphabet is used to write with, these letters appear on the page in a
practically infinite number of different shapes and sizes. Remembert hat head ditional informationg iven in theexamples and we ments be tween lines is only included here to make theexamples and movements be tween lines is only included here to make theexamples and sizes. Remember of different shapes and sizes.
ip tion; all the important information; all the important information of English long vowels was put forward by MacCarthy (1952) and is used by Kreidler (2004: 45-59). Dalton, C. The distributional peculiarity of r in the BBC accent is very easy
to state: this phoneme only occurs before vowels. There may be many slightly different realisations of the various phonemes, but the most important thing for commu nication is that we should be able to make use of the full set of phonemes. Only in very unusual situations do we speak with fixed, unvarying pitch, and when we speak normally the pitch
of our voice is constantly changing. K. If you make a long 1 sound you may be able to feel that the sides of your tongue are pulled in and down while the centre is raised, but it is not easy to become consciously aware of this; what is more revealing (if you can do it) is to produce a long sequence of alternations between d and 1 without any intervening
vowel. 16.2 The structure of the eto n e -u n it In Chapter 8 the structure of the exception of glottal, each place of articulation has a pair of phonemes, one fortis and one lenis. Tonic stress will tend to be placed on words with high information content, as suggested above when
the term focus was introduced. 17.1 Fall-rise and rise-fall tones follow ed by a tail O A U 17 (C D 2), Exs 1 & 2 A r is in g or a fallin g to ne is relative ly easy to identify, whether it falls on a single syllable follow ed by a tail. Within the area of segmental phonology the
most obvious type of difference is where one accent has a different number of phonemic contrasts) from another. 239-46. In a d d itio n, it h as been claim edthatone of phonemic contrasts) from another. 239-46. In a d d itio n, it h as been claim edthatone of phonemic contrasts) from another.
involve different ways of looking at the phonemic interpretation of English sounds. The fricatives 9, 6, h are missing from the phonemic interpretation is intonation; we can signal that a particular tone-unit is of comparatively low impor-
tance and as a result give correspondingly greater importance to adjacent tone-units. Wells, Accents of English, 3 vols. We could invent the phonemes 1, r, n, etc. This set of places produces three nasal consonants - m, n, g - which correspond to the three places of articulation for the pairs of plosives p b, t d, k g. Spolsky, D. 1 'Leave the 'rest of the
'food for 'lunch 2 'Aren't there some 'letters for her to 'open? and Maidment, J. Second, an attitude that is expressed could be an attitude towards the listener (e.g. if I say something in a "friendly" way), towards what is being said (e.g. "regretful" or
"disapproving"). For beginners it is best to start on slow, careful speech - such as that of newsreaders - before attempting conversational speech. So words like 'play', 'wick', 'you' contain voiced 1, r, w, j. Notes on problem s and furth er reading This
chapter is theoretical rather than practical. Fox, A. These have all been introduced in previous chapters. This brief account may cover the most basic differences are so radical that people from England and from parts of lowland Scotland have serious difficulty in understanding each other. and
Ladusaw, W. There are two different kinds of transcription from dictation, the student must listen to a person, or a recording, and write down what they hear; in the other, transcription from a written text, the student is given a passage written in orthography and must use phonemic symbols to represent how she or he
thinks it would be pronounced by 34 English Phonetics and Phonology a speaker of a particular accent. We can make the following comparisons: car' 'more' 'fear5 care' 'tour' BBC ka: mo: fio keo tuo GA ka:r moir fir ker tur American vowels followed by r are strongly "r-coloured", to the extent that one often hears the vowel at the centre of a syllable
as a long r with no preceding vowel. Among the most often proposed are the following: i) Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of "meaning" to spoken language. For example, the realisation of 1 in the word 'lea' li: is quite different from that in 'eel' is!. The sound in 'eel' is what we call a
"dark 1"; it has a quality rather similar to an [u] vowel, with the back of the tongue raised. (1996) Teaching Pronunciation, Cambridge University Press. Similarly, if we take two speakers at random we will almost certainly find that one speaker typically speaks with lower pitch than the other; the difference between the two speakers is not
linguistically significant because their habitual pitch level is determined by their physical structure. The speech of young people tends to show more elisions than that of older people. The IPA phonetic symbol for this is r, but many books which deal with American pronunciation prefer to use the phonetic symbol t; this sound is frequently pronounced
in American English, and is also found in a number of accents in Britain: think of a typical American pronunciation of "getting better", which we can transcribe phonetically as [get ir) bet o ]. ii) What is the function of intonation? Languages such as English are sometimes called intonation languages. Thus: 14 Aspects of connected speech 'cats' k a et
s 'jumps' d3Amps 'Pat's' p a et s 113 'dogs' d D q z 'runs' rAnz 'Pam's' p a e m z Assimilation creates something of a problem for phoneme theory; when, for example, d in 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good girl', giving q u q q 3 i l or b in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good girl', giving q u q q 3 i l or b in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good girl', giving q u q q 3 i l or b in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good girl', giving q u q q 3 i l or b in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d becomes q in the context 'good boy' q u d beco
however, someone drew a graph displaying numerical information about photos, this would perhaps be called a 'photo-graph' and the word would then be regarded as a compound. For the rest of this chapter a number of other phonological problems will be discussed comparatively briefly. 13.6 D istinctive features Many references have been made to
phonology in this course, with the purpose of making use of the concepts and analytical techniques of that subject to help explain various facts about English pronunciation as efficiently as possible. Where to? ii) Make a long f sound and, while you are producing this sound, use your fingers to pull the lower lip away from the upper teeth. If we use
brackets to indicate optional components (i.e. components which may be present or may be absent), we can summarise tone-unit structure as follows: (pre-head) (head) tonic syllable (tail) or, more briefly, as: (PH) (H) TS (T) To illustrate this more fully, let us consider the following passage, which is transcribed from a recording of spontaneous speech
(the speaker is describing a picture). We can see long lines of them along the tops of the hills, and down by the coast there are wind turbines out at 198 Recorded exercises sea and along the shore. The claim that declination is universally unmarked in English, or eveninally unmarked in English, or eveninally ungestimates of them.
that English speech tends towards a regular alternation between stronger and weaker, and tends to adjust stress levels to bring this about. We do not need to worry much about this problem in describing the BBC accent. No one has any difficulty in remembering this rule, but foreign learners (most of whom, quite reasonably, expect that if there is a
letter 'r' in the spelling then r should be pronounced) find it difficult to apply the rule to their own pronunciation. B: vyes 15 Intonation i 125 B's reply would be taken to mean that he would not completely agree with what A said, and A would probably expect B to go on to explain why he was reluctant to agree. Pronunciation dictionaries Most modern
English dictionaries now print recommended pronunciations for each word listed, so for most purposes a dictionary which gives only pronunciations and not mean ings is of limited value unless it gives a lot more information than an ordinary diction ary could. These units are called phonemes, and the complete set of these units is called the phonemic
system of the language. However, several consonants are generally accepted as phonemes of the BBC accent despite not being free to occur in all positions (e.g. r, w, j, h, r), 3), so this argument, although supporting the one-phoneme analysis, does not actually prove that tJ, d3 must be classed with other single-consonant phonemes. d3ein bil drivn
pa:ti To come to the point, what shall we do for the rest of the week? The most familiar case is the use of linking r; the phoneme r does not occur in syllable-final position in the BBC accent, but when the spelling of a word suggests a final r, and a word beginning with a vowel follows, the usual pronunciation is to pronounce with r. Have you ever heard
such a terrible thing? Before a den tal consonant, t will change to a dental plosive, for which the phonetic symbol is t, as in: 'that thing' 6ast 0irj; 'get those' get 6auz; 'cut through' kAt 0ru:. h (example words: 'head', 'ahead', 'playhouse') The place of articulation of this consonant is glottal. When pronouncing them, you should take care to give the
vowels the correct length and the correct quality. It s h o u ld b e n o te d t h a t th e tw o m a rk s and are b e in g u s e d fo r tw o d iffe re n t p u r p o s e s in th is c o u rse, as th e y are in m a n y p h o n e tic s b o o k s. iwaz 'raida \ frai?mn bikaz da dara\ skaiz a di:z \baiskjz ju 'riili \haev tu 218 Answers to recorded exercises, haev jo wits o x bautfu
'oil do \ ta im bikoz do jo nou do dei vstpp -sAdnli its oikwod bkoz do x traefik -laits 'red x red -laits 'red x red -laits du ,nr>t oxplai f 01 ,t 3:mr) \ rait witj x miinz dot 'if jo 'kAmir) 'ap tu o x traefik -lait 'sAmwAn x stnpt hu .wonts to ,gou
streit \ p n o: , t 3 i n \ left on 'ju: wont to t3 in \ left on 'ju: wont
tone mark. (1-20) Now check your answers. 19.4 Conclusions It seems clear that studying intonation in relation to discourse make of intonation. (1947) Phonemics, Ann Arbor: University of Michigan Press. Hughes, A., Trudgill, P. 156), where the difference between
falling and rising intonation on question-tags is supposed to indicate to the listener what sort of response is expected. Weak forms: mos (before consonants) 'You must try harder' ju mas 'trai 'haida mast (before vowels) 'He must eat more' hi mast 'i:t 'mo: In final position: mAst 'She certainly must' Ji 's 3itnli ' m A S t 27 'do', 'does' Weak forms: 'do' da
(before consonants) 'Why do they like it?' 'wai da dei 'laik it 12 W eak forms 95 du (before vowels) 'Why do all the cars stop?' 'wai du 'oil da 'kaiz 'stop 'does' daz 'When does it arrive?' 'wen daz it a'raiv In final position: du:, dAZ 'We don't smoke, but some people do' 'wi: daunt 'smauk bat 'sAm pi:pl 'du: 'I think John does' ai '0 ir)k 'd 3Dn dAz 28 'am',
'are', 'was', 'were' Weak forms: am 'Why am I here?' 'wai am ai 'hia a (before consonants) 'Here are the plates' hia ra 6 a 'pleit war (before vowels) 'The coats are in there' da 'kauts ar in 'dea waz 'He was here a minute ago'hi waz 'hiar a 'minit a'gau wa (before consonants) 'The papers were late' da 'peipaz wa 'leit war (before vowels) 'The
questions were easy'da 'kwestfanz war 'i:zi In final position: aem, a:, w d z, W 3 i 'She's not as old as I am'/iz 'not az 'ai 'aem 'I know the Smiths are' ai 'nau da 'smi0s a: 'The last record was' da ' l a i s t 'r e k a id w d z 'They weren't as cold as we were' dei 'w3int az 'kauld az 'wi: W 3: Notes on problem s and fu rth e r reading This chapter is
almost entirely practical. Roach, P., Hartman, J. Do you want my plate? A paper by Fudge (1999) discusses the relationship between the noun 'protest' and the verb 'protest', pronouncing both as 'prautest, we could say that in their speech a phonological
distinction in stress has been lost, but this is a very limited example. Clark, J., Yallop, C. It would also predict correctly that if we add another morpheme to 'long', such as the suffix '-ish', the pronunciation of rj would again be without a following g. We need to consider * The phonetic symbols represent the following sounds: v is a close front rounded
vowel (e.g. the vowel in French tu, German Btihne); 0 is a close-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German Btihne); 0 is a close-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is an open-mid front rounded vowel (e.g. French peu, German schon); ce is a
brown /yellow or \ blue (a fall is usual on the last item) "More to follow": I phoned them right a/w ay ('and they agreed to come') You must write it a / gain (and this time, get it right) Encouraging: It wont / hurt 3 Fall-rise Uncertainty, doubt: You vmay be right Its vpossible Requesting: Can I vbuy it Will you vlend it to me 148 English Phonetics and
Phonology 4 Rise-fall Surprise, being impressed: You were Afirst a All of them It has also been widely observed that the form of intonation is different in different in different in different from that of English. From the phonetic point of view the
articulation of j is practically the same as that of a front close vowel such as [i], but is very short. There has recently been a growth of interest in the comparative study of intonation in different languages and dialects: see Cruttenden (1997: Chapter 5); Hirst and di Cristo (1998); Ladd (1996: Chapter 4). First published 1983 Fourth edition 2009 5th
printing 2012 Printed and bound in the United Kingdom by the MPG Books Group A catalogue record for this publication data Roach, Peter (Peter John) English phonetics and phonology: a practical course / Peter Roach. Ladd, D. (1977) Fundamental Problems in
Phonetics, Edinburgh: Edinburgh University Press. As will be explained below, we find similar situations in speech sounds. (1994) Pronunciation for Advanced Learners of English, Cambridge: Cambridge University Press. Cruttenden, A. On one side there have been writers such as Abercrombie (1967) and Halliday (1967) who set out an elaborate
theory of the rhythmical structure of English speech (including foot theory). (1975) An Outline of English Pronunciation (London: Longman, 1987). This is sometimes called "voiced t", and it is usually represented with the symbol t.
However, one particular aspect of stress could be regarded as part of intonation: this is the placement of the tonic stress within the toneunit. Human beings can make many more sounds than these, and phoneticians use a much larger set of symbols when they are trying to represent sounds more accurately. Intonation is also important: if the word
'right' is said with the pitch of the voice rising, it is likely to be heard as a question or as an invitation to a speaker to continue, while falling pitch is more likely to be heard as confirmation or agreement. While this convention is useful when giving a few examples, there is so much transcription in this book that I feel it would be an unnecessary
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distraction to enclose each example in brackets. The tongue moves to the position for i. (1967) Intonation and Grammar in British English, The Hague: Mouton. Bibliography Abercrombie, D. Most BBC speakers have rounded lips for J., 3, and this is an impor tant difference between these consonants and s, z. One can learn more about intonation in an
hour of this work than in days of reading textbooks on the subject, and one's interest in and understanding of theoretical problems becomes much more profound. 1 skreipt 2 grAd3d 3 ktaudz 4 skripts Audio U nit 9 5 7 krAnJt 6 G ro u n z W eak syllables 183 p lA n d 3 d 8 kw enj (The spelling of these words is given in the answers section.) Exercise 7
Repetition of sentences with consonant clusters Listen and repeat: 1 Strong trucks climb steep gradients stroil trAks klaimstip greidion the floods were preserved ould teks rescued from the floods were preserved ould tek start and repeat:
do f U d z w o p r i z 3ivd 4 Six extra trays of drinks were spread around sik s e k s tr o t r e i z ov d r ig k s w o spred oraund 5 Thick snowdrifts had grown swiftly 0 ik s n o u d r i f t s o d g r o u n sw iftli 6 Spring prompts flowers to grow s p r i g p r o m p t s f l a u o z t o g r o u A udio U n it 9 W eak syllables Exercise 1 "Schwa" TWO-SYLLABLE
WORDS WITH WEAK FIRST SYLLABLE AND STRESS ON THE SECOND SYLLABLE Listen and repeat: Weak syllable spelt 'a5 about o ' b a u t ahead o ' h e d Spelt 'or oppose o ' p o u z support s o ' p o u z suppo
Spelt 'ur5 survive s o 'v a i v surprise s o 'p r a i z again o 'g en offend o 'f e n d suggest s o 'd 3 e s t forbid f o 'b i d perceive p o 's i i v survey (verb) s o 'v ei TWO-SYLLABLE WORDS WITH WEAK SECOND SYLLABLE WORDS WITH WEAK SECOND SYLLABLE WORDS WITH WEAK SECOND SYLLABLE AND STRESS ON THE FIRST SYLLABLE WORDS WITH WEAK SECOND SYLLABLE WORDS WITH WEAK SYLLABLE WORDS WIT
on paddock 'paed ok necklace 'n eklos purpose 'p 3 ip os 184 Recorded exercises Spelt 'our' saviour 'seivja sullen open 's Alan autumn 'a u a ra Spelt 'our' tankard 'taegkad Spelt or' juror 'd 3 u ar a Spelt 'our' saviour 'seivja sullen open 's Alan autumn 'a u
p a n album o itam 'aelbam custard 'kAstad standard 'staendad major 'm e id 3 a manor 'maena eastern 'iistan mother 'mAda posture 'postja creature 'kriitja vicious 1vi fas gracious 'g re ija s borough 'bAra succour colour 'kAla 's Aka THREE-SYLLABLE WORDS WITH WEAK SECOND SYLLABLE AND STRESS ON THE FIRST SYLLABLE Listen and
 repeat: Weak syllable spelt V workaday 'w3ikadei Spelt 'o' customer 'kAstama Spelt V perjury 'p3:d3ari Spelt far' standardise 'staendadaiz Spelt fer' wonderland 'wAndalaend Exercise 2 roundabout 'ra u n d a b a o t pantomime 'p asn ta m a im venturer 'v en tJ a r a jeopardy 'd 3 ep a d i yesterday 'je s ta d e i Close f r o n t v o w els WEAK INITIAL
SYLLABLES Listen and repeat: excite i k 's a i t exist i g 'z i s t inane I 'n e i n device d i 'v a i s resume ri z j u i m relate r i 'l e i t effect 1'fe kt ellipse 1'lip s Audio U nit 10 Word stress 185 WEAK FINAL SYLLABLES Listen and repeat: many 'mem lazy 'leizi only 'oonli lady 'leidi city 'siti funny 'fAni easy 'i:zi busy 'bizi Exercise 3 S y lla b ic 1 Listen and repeat: many 'mem lazy 'leizi only 'oonli lady 'leidi city 'siti funny 'fAni easy 'i:zi busy 'bizi Exercise 3 S y lla b ic 1 Listen and
repeat: bottle 'bot] muddle 'mAdJ tunnel 'tAnld wrestle 'resj Exercise 4 S y lla b ic bottled 'bDtjd muddled 'mAdjd tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'mAdlij tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'mAdlij tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'mAdlij tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'mAdlij tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'mAdlij tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'mAdlij tunnelling 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslirj n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslir n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslir n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslir n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'tAnlig wrestling 'reslir n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'reslir n Listen and repeat: burden 'b3:dn frighten 'fraitn listen ed 'lisnd burdening 'reslir n Listen and repeat 'reslir n Listen and
'b3:dmr) frightening 'fraitmo listening 'lisnir) T ran sc rip tio n Transcribe the following words when you hear them, giving particular attention to the weak syllables. Jakobson, R. a) shopkeeper f) confirmation b) open-ended g) eight-sided c) Javanese h) fruitcake d) birthmark i) defective e) anti-clockwise j) roof timber Write the words in phonemic
transcription, including the stress marks. This new a phoneme would thus have two allophones, one being a and the other a; the stress mark would be more likely that the a allophone would be pronounced. It is very likely that you will have used different facial expressions, and even
gestures and body movements. There is no shortage of material to read on the subject of the phoneme, but much of it is rather difficult and assumes a lot of background knowledge. At this point a new term will be introduced: we need a name for a continuous piece of speech beginning and ending with a clear pause, and we will call this an utterance. I
give full bibliographic references to the books recommended in this section. The notion seems a useful one, although it is difficult to confirm these settings scientifically. Some common examples are given below (V = verb, A = adjective, N = noun): abstract conduct contract contrac
 produce protest rebel record subject 'aebstraekt (A) 'kondAkt(N) 'kontraekt (N) 'kontraist (N) 'dezat (N) 'eskoit (N) 'rebl (N) 'rekoid (N, A) 'sAbd3ekt (N) aeb'straekt (V) ks n ' d A k t (V) kan'traist (V) kan'traist (V) di'z 3:t (V) I'skoit (V)
ik'spoit (V) im'poit (V) in'sAlt (V) ab'd 3ekt (V) pri'test (V) pri'te
the symbol for each plosive when you hear the word. B: I might have later on if that meeting's off. 18.2 Expressing attitud es What advice, then, can be given to the foreign learner of English who wants to learn "correct intonation"? Ladd, Intonational Phonology (Cambridge: Cambridge: Cambridge University Press, 1996) is much more difficult, but covers
contemporary theoretical issues in an interesting way. Upton, W. 1 -ain: entertain enlrrtem 2 -ee: refugee ,re f ju'd 3i: 3 -eer: mountaineer .maunti'nia 4 -ese: Portuguese , p o : t j 3 ' g i : z 5 -ette: cigarette . Includes bibliographical references and index. A significant difference in natural connected speech is the way that sounds belonging to one word
can cause changes in sounds belonging to neighbouring words. If you try saying 'yes' or 'no' with a level tone (rather as though you were trying to sing them on a steady note) you may find the result does not sound natural, and indeed English speakers do not use level tones on one-syllable utterances very frequently. Phonology Several books explain
the basic elements of phonological theory. Such "do you know?" questions are, in fact, a common cause of misunderstanding in English conversation, when a question such as A's above might be a request for information or an offer to provide some. The air escapes through a narrow passage along the centre of the tongue, and the sound produced is
comparatively intense. For example, where the IPA has J and 3, symbols not usually found outside phonetics, many Americans use s and z, the mark above the symbols being widely used for Slavonic languages that do Hot use the Cyrillic alphabet. 1 2 3 4 5 6 7 8 9 10 Now heres the weather forecast You didn't say anything about rates A few years ago
they were top No one could say the cinema was dead Is there anything you wouldn't eat Have you ever considered writing That was what he claimed to be We try to do our shopping in the market But I never go there now It wouldn't be difficult to find out Now check your transcriptions. They are given in spelling and in transcrip tion. There is not space
for us to consider this in detail, but we should note that, for foreign learners, a typical situation - regrettably, an almost inevitable one - is that they learn a style of pronunciation which could be described as careful and formal. I have not been able to do more than suggest the rough outline of this approach. Roach, J. Sketch the pitch within the lines
below, leaving a gap between each syllable. Mark the intonation; the instructions for how to do this are given in the text for Audio Unit 17, Exercise 4. This argument is a weak one: there is no clear evidence exist, and even if there were such evidence, it would be easy to produce explanations for the differences that did
not depend on phonemic analyses (e.g. the position of the word boundary in 'watch apes', 'tress', 'cress', 'tress', 'tre
vol. From now on, a syllable which carries a tone will be called a tonic syllable. Weak forms: a) 'she' Ji 'Why did she read it?' 'wai did Ji 'ri:d it 'Who is she?' 'hu: 'iz Ji b) 'he' i (the weak form is usually pronounced without h except at the beginning of a sentence) 'Which did he choose?' 'w itj did i 'tjuiz 'He was late, wasn't he?' hi waz 'leit 'wDznt i 92
English Phonetics and Phonology c) 'we' d) 'you' wi 'How can we get there?' 'hau kan wi 'get dea 'We need that, don't we?' wi 'ni:d daet 'daunt wi ju 'What do you think?' 'wDt da ju 'Girjk 'You like it, do you?' ju 'laik it 'du: ju 1 1 'him' Weak form: im 'Leave him alone' 'liiv im a'laun 'I've seen him' aiv 'si:n im 12 'her' Weak form: 3 (ha when sentence-
initial) 'Ask her to come' 'disk a ta 'kAm 'I've met her' aiv 'met a 13 'them' Weak form: 14 'us' Weak form: 4 'us' Weak form: 14 'us' Weak form: 4 'us' Weak form: 4 'us' Weak form: 4 'us' Weak form: 5 'them' 'li:t 6 am as 'Write us a letter' 'rait as a 'leta 'They invited all of us' dei in'vaitid 'oil av as The next group of words (some prepositions and other function words) occur in their strong forms when they invited all of us' dei in'vaitid 'oil av as The next group of words (some prepositions and other function words) occur in their strong forms when they are them of the next group of words (some prepositions and other function words) occur in their strong forms when they are the next group of words (some prepositions and other function words) occur in their strong forms when they are the next group of words (some prepositions and other function words) occur in the next group of words (some prepositions and other function words) occur in the next group of words (some prepositions and other function words) occur in the next group of words (some prepositions and other function words) occur in the next group of words (some prepositions and other function words) occur in the next group of words (some prepositions and other function words) occur in the next group of words (some prepositions and other function words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group of words (some preposition words) occur in the next group occur in the next group occur in the next gro
are in final position in a sentence; examples of this are given. For contras tive purposes, however, any word may become the bearer of the tonic syllable. Foulkes and G. Notes on problem s and furth er reading The analysis of tj", d$ is discussed in Cruttenden (2008: 181-8). Kretzschmar and R. Index accents 3 -4, 1 6 1 -8 American 4,19, 50, 70,1 55
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96 zero coda 59 zero onset 57 zero realisation 113 Anomalous tone-units However comprehensive one's descriptive framework may be (and the one given in this course is very limited), there will inevitably be cases which do not fit within it. A shorter and much easier introduction is A. On this chart, the different places of articulation are arranged from
left to right and the manners of articulation are arranged from top to bottom. These pieces are called morphemes, and we say that column B words are morphologi cally different from column A words, since these cannot be divided into two morphemes. In this case, intonation works to focus attention on a particular lexical item or syllable. 16
Intonation 2 131 The head Consider the following one-syllable utterance: \ those We can find the same tonic syllable in a long utterance (still of one tone-unit): 'give me \those The rest of the tone-unit in this example is called the head. One final characteristic of the articulation of r is that it is usual for the lips to be slightly rounded; learners should do
this but should be careful not to exaggerate it. Foulkes, P. However, when Cf is fortis ("voicedess") and C1lenis ("voiced
r tic u lar case that the tonic syllable is identified simply as the most prominents, and the words containing the above facts is to say that phonetically his a voiceless vowel with individual vowels and consonants, and the words containing them are
usually pronounced in isolation in a slow, careful style. The effect on those continuant consonants is the same as on a vowel. A word of caution should be given here: it is all too easy to talk about such things as "Scottish English", "American English", and so on, and to
ignore the variety that inevitably exists within any large community of speakers. Finally, it is also helpful to see if you can feel the movement of air past the sides of the tongue; this is not really possible in a voiced sound (the obstruction caused by the vibrating vocal folds reduces the airflow), but if you try to make a very loud whispered 1, you should
be able to feel the air rushing along the sides of your tongue. Writers on discourse intonation while rising (including falling-rising) tones indicate "shared" or "given" information. At the beginning of this chapter I list four commonly cited functions. iii)
The listener is better able to recognise the grammar and syntactic structure of what is being said by using the information contained in the intonation; for example, such things as the placement of boundaries between phrases, clauses or sentences, the difference between questions and statements, and the use of grammatical subordination may be
indicated. Brown, G., Curry, K. It is then raised for the g plosive and remains raised for the 1. Can you identify what this common feature might be for each set? T ran sc rip tio n ONE TONE-UNIT 1 2 3 4 5 6 7 it looks like a French magazine the television is plugged in does your colander have a handle a flap on it you tell me about yours well dark hair
more than halfway Audio U nit 19 Further practice on connected speech 197 8 but er not in the other corners 9 a sort of Daily Sketch format newspaper TWO TONE-UNITS 10 11 12 13 14 15 on the top on the lid well theyre on alternate steps theyre not on every step what about the vent at the back and a ladys handbag hanging on a nail on the wall
you do the left hand bit of the picture and 111 do the right hand bit were being very particular but we just havent hit upon one of the differences yet THREE TONE-UNITS 16 and what about your television two knobs in the front Now check your intonation marking. 27, pp. Couper-Kuhlen, E. It is more like a weak (lenis) dental plosive. A. b) Over a
quarter of a century has elapsed since his death. However, when we look at continuous speech in English utterances we find that these tones can only be identified on a small number of particularly prominent syllables. The glottal closure occurs immediately before p, t, k, tj. Crystal (ed.) Linguistic Controversies, London: Edward Arnold. In my own
 pronunciation when I was young, I had d instead of a in these words, so that 'won' was pronounced WAn and 'one' as non; this has not completely disappeared from my accent. Sometimes, though, a speaker may produce the b with full voicing, perhaps in speaking very emphatically. They can be seen in the table below
                                                                                                 · Labiodental Dental Alveolar Fortis ("voiceless") f 0 s Lenis ("voiced") V d z Post-alveolar .... If there is a clear pause (silence) between 'vlohn and 'is it / you' then, according to the definition of an utterance given in Chapter 15, there are two utterances; however, it is quite likely that a speaker would
say 'vlohn is it / you' with no pause, so that the four syllables would make up a single utterance. 3 'Where do the 'eggs 'come from? The velar nasal consonant r) is, in summary, phonetically simple (it is no more difficult to produce than m or n) but phonologically complex (it is, as we have seen, not easy to describe the contexts in which it occurs). The
tongue blade is then raised against the alveolar ridge, forming a constriction which results in fricative noise. We should remember that "high" and "low" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong). The ereare certain difficulties that "high" and "low" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong). The ereare certain difficulties that "high" and "low" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong). The ereare certain difficulties that "high" and "low" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong). The ereare certain difficulties that "high" and "low" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong). The ereare certain difficulties that "high" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong). The ereare certain difficulties that "high" are arbitrary choices for end points of the pitch scale. Fill in the blanks, taking care to use the appropriate form (weak or strong).
ave had to confront, and it is use fulto give a briefs ummary of what the only component that has been mentioned so far is the tonic syllable. We have already seen (in Chapter 6) problems of analysis in connection with the
sounds usually transcribed hw, hj. W ritte n exercise In the following sentences, the transcription for the weak-form words is left blank. Wells (2006) is also in the tradition of British analyses, but goes into much more detail than the present course, including a lot of recorded practice material. Write a tone mark just in front of the syllable. In fact,
however, the tongue is normally placed 6 Fricatives and affricates 41 behind the teeth, as shown in Fig. Only regressive assimilation of voice is found across word boundaries, and then only of one type; since this matter is important for foreign learners we will look at it in some detail. Let us take an utterance like 'It's time to leave', which might be
pronounced its 'time to \ leave (using our usual transcription) The basic parts of the alternative transcription might look like this (the tone symbols may be placed above or below the line, aligned with the syllables they apply to): H* H*L% its time to \ leave Instead of marking a falling tone on the word 'leave', the high-pitched part of the word is shown
by the H and the low part by the L associated with the boundary %. 48, pp. What is it that makes perceptible the difference between mai t3:n? For example, in the following sentence: 'Since the vlast time we -met I 'when we 'had that 'huge vdinner I Ive .been on a \d ie t the first two tone-units present information which is relevant to what
the speaker is saying, but which is not something new and unknown to the listener. The vocal folds begin to vibrate, and the back of the tongue islowered to allow thecompressed air to escape. Brinton and J. Surveys of this kind have provided the basis for many useful generalisations about geographical variation, but they have serious weaknesses
used different voice qualities for different atti tudes. it — had — \c o m e "\ii) with lo whead we allow for me allow the two-
 phoneme analysis of t j, d3. 2 0 Post-alveolar fricative 42 English Phonetics and Phonology The air escapes through a passage along the centre of the tongue, as in s, z, but the pas sage is a little wider. Here we appear to have three yowels where BBC pronunciation has two: the word 'cat5has the equivalent of as, 'calm5has a vowel similar to a: while
in the set of words that have se in many Northern accents ('plaster5,'grass5, etc.) an additional long vowel a: is used. Lisker, L. In what ways can a consonant change? b) All require the tongue blade to be raised for their articulation, and all are in the alveolar or post-alveolar region. (1990) Autosegmental and Metrical Phonology, Oxford: Blackwell. It
is lowered for n, then raised again for the final a. The following is a list of basic books and papers recommended for more general study: if you wish to go more fully into any of the areas given below you would do well to start by reading these. Cruttenden with the title The Pronunciation of English (London, Edward Arnold, 2008); the level is
considerably more advanced and the content much more detailed than the present course. Hewings, M. The argument that g is an allophone of n, not a phoneme in its own right, is so widely accepted by contemporary phonological theorists that few seem to feel it worthwhile to explain it fully. 1 'the' Weak forms: 5a (before consonants) 'Shut the door
'jAt da 'da: di (before vowels) 'Wait for the end' 'weit fa di 'end 2 'a', 'an' Weak forms: 3 'and' Weak form: a (before consonants) 'Read a book' 'ri:d a 'buk an (before vowels) 'Wait for the end' 'weit fa di 'end 2 'a', 'an' Weak form: 91 bat 'It's good but
 expensive' its 'gud bat ik'spensiv 5 'that' This word only has a weak form when used in a relative clause; when used with rj; this r) is never followed by a g. F. Chapter 8 a) PREINITIAL POSTINITIAL PEAK FINAL POST FINAL k w i: 1
make. This has resulted in a proposal that the phoneme symbol a should be used for representing any occurrence of a or a, so that 'cup' (which is usually stressed) would be transcribed 'kap and 'upper' (with stress on the initial syllables are m a rk in g in to n a tio n, o n ly stressed syllables are m a rk
ed; this impliesthatintonation is carriedentirely by the stressed syllables of a tone unit and that in ton ation is carriedentirely by the stressed syllables or is of so little importancet hat intonation is carriedentirely by the stressed syllables of a tone unit and that of stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables of a tone unit and that of stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that intonation is carriedentirely by the stressed syllables or is of so little importance that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is carriedentirely by the stressed syllables or is of some that into an attionation is of so
version. The most important point to remember is the rather obvious-seeming fact that the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly the same as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemic symbols must be exactly as the number of phonemi
affricate must be more restricted than what has been given so far. We will look at some examples, although only a small number of the many possibilities can be given here. Starting with a set of basic or "simple" vowel phonemes (e.g. i, e, ae, a, d, u, a) it is possible to make up long vowels by using short vowels twice. b) ape The tongue is moved
slightly upward and forward, and the vocal folds are brought together to begin voicing. Notice how the hissing sound of the air escaping between teeth and lip suddenly stops. 20 Varieties of English pronunciation 167 Rhythm forms an important part of style: careful, deliberate speech tends to go with regular rhythm and slow speed. The choice of
 material is much less free for someone studying natural speech. "Linking r" and "intrusive r" are special cases of juncture; we need to consider the relationship between one sound and that no other combination (e.g. pf, dz,
t0) has such a wide distribution. 5 Phonemes and symbols 33 We find cases where it makes little difference which of two possible ways we choose to pronounce a sound. (2004) 'Illustration of British English: Received Pronunciation', Journal of the International Phonetic Association, vol. As a n ex a m p le, the heads of the above sentence which of two possible ways we choose to pronounce a sound.
ill bechangedfromhightolow: the, bus was \lateis.thatthe, bus was \lateis.thatthe, bus was \lateis.thatthedifferentvers, althoughits not easy to say justwhatthedifferent tonative-speaker listeners, although to low head of the listeners of t
grammatically marked. It is usually found before vowels. p. (1969) 'English stops after initial /s/', English Studies, vol. (1-5) Check your answers. Listen to each word and repeat it. Konopka (eds.), Oxford Dictionary of Pronunciation (Oxford: Oxford University Press, 2001). A few such dictionaries are currently available for British English. However,
 giving rules for identifying where the boundaries are placed is not easy, except in cases where a clear pause separates tone-units. and Przedlacka, J. In a phonemic transcription, then, only the phonemic symbols may be used; this has the advantage that it is comparatively quick and easy to learn to use it. Exercise 2 P ro n o u n c in g th e to n ic s y lla
b le When you hear the number, say the item with the tonic syllable in the place indicated, using a falling tone: 1 2 3 4 5 6 7 8 9 10 11 12 13 Pont do that Pont do that Pont do that Pont do that Write your name was not you will name with your name with your name with your name will na
Exercise 3 Repetition of to ne-units Listen and repeat, trying to copy the intonation exactly; no transcription is given. The argument is in some ways quite an attractive one, but since it leads to a rather complex and abstract phonemic analysis it is not adopted for this course. To mark this stressed syllable in the lowhead we will use a discourse and abstract phonemic analysis it is not adopted for this course.
iffe re n t sy m b o l, as in 'lo w 5. It follows from what was stated earlier that in a stress-timed language all the feet are supposed to be of roughly the same duration. Here are some examples (without punctuation): 1 Fall Finality, definiteness: That is the end of the ews Im absolutely \ certain Stop \ talking 2 Rise Most of the functions attributed to
rises are nearer to grammatical than attitudi nal, as in the first three examples given below; they are included here mainly to give a fuller picture of intonational function. Finally, the tongue is lowered from the alveolar constriction, the vocal folds are separated and normal breathing is resumed. A lively and interesting course in phonology is I. Trager
G. You will then hear the correct pronunciation, which you should repeat. Many accents of English also differ noticeably in intonation without the difference being such as would cause a difference in meaning; some Welsh accents, for example, have a tendency for unstressed syllables to be higher in pitch than stressed syllables. In broadcasting, there
is a very big difference between formal news-reading style and the casual speech used in chat shows and game shows. a probtam. Forexample, O'Connorand Arnold (1973) distinguished be tween "high fall" and "low fall" (theformers tartingfromahigh pitch, thelatter frommid), and also be tween "low and game shows."
ris e " a n d "h ig h ris e " ( th e la tte r r is in g to a h ig h e r p o i n t th a n th e f o rm e r). There are several places where other transcriptions would be acceptable, and suggestions about alternative possibilities are given with some items, in addition to a few other comments. (1931) 'The word as a phonetic entity', Le Maitre Phonetique, vol. ensmit
enemy kalekt collect kaepitl capital kaineijn carnation paeradais paradise subtract elifont elephant abz3:v9 observer profit profit e n t s t e i n entertain ssbtraekt Now check your marking with the correct version. It has been claimed that no normal English speaker would ever pronounce all the consonants between the last two words of the following:
but a weak, slightly fricative sound called breathy voice. In the next exercise you will hear one-syllable English words composed of these sounds. (eds.) (1998) Intonation Systems, Cambridge: Cambridge University Press. Both patterns are found. The phonemic system of such accents is therefore different from that of the BBC accent. The basic
philosophy is the same, however, in that both views illustrate the fact that there is in intonation some organisation at a level higher than the isolated tone-unit; see Fox (1973). I use the symbols i, u (in preference to i, u) to represent them. With the possible exception of 3, this makes r) the only English consonant that does not occur initially.
keep it compatible with this book. It is very important to make the point that we are not interested in all aspects of a speaker's pitch; the only things that should interest us are those which carry some linguis tic information. The world's greatest lawn tennis festival begins on Monday. A well-known example is 'controversy', which is pronounced by
some speakers as 'kDntr9V3isi and by others as ksn'trDvssi; it would be quite wrong to say that one version was correct and one incorrect. B: You can't be sure. You may have used your pitch movements may have taken place within quite a narrow range (narrow pitch range) or using the full range
between high and low (wide pitch range), mid key (using the middle part of the range) or low key (the lower part). We have established that for pitch differences to be linguistically significant, it is a necessary condition that they
should be under the speaker's control. 'haev ju 't e i k a n dam fram 'daet 'b D k s It's ' true that he w as1late, but h is ' car could have' broken ' down it s ' t r u : dat i waz 'le it bat iz 'k a : kad av 'b r a u k a n 'd a u n I shall 'take as 'much as I 'want a i Jl 't e i k az 'm A tJ az a i 'w o n t 'Why am I 'too 'late to 'see him to'day? a) 'sound' [saud] b) 'anger'
[eeg^] c) 'can't' [ka:t] d) 'camper' [ksepa] e) 'bond' [bod] 3 When the phoneme t occurs between vowels it is sometimes pronounced as a "tap": the tongue blade strikes the alveolar ridge sharply, producing a very brief voiced plosive. (1964) 'The perceptibility of certain word boundaries', in D. We will look first at phonemic symbols. Repeat the correct
pronunciation when you hear it. Since it is very difficult to lay down the conditions for deciding where the boundaries between tone-units exist, the discussion of this matter must wait until later. (1-10) Now check your transcriptions with the correct version. It is likely that other forms of conversation can be analysed in the same way, although this is
considerably more diffi cult. You must choose whether the word is the one ending with a fortis plosive or the one ending with a lenis plosive. Then the lips are pressed together, making a closure, and at the same time the vocal folds are separated so that voicing ceases. I. If a speaker tries to talk while riding fast on a horse, his or her pitch will make a
lot of sudden rises and falls as a result of the irregular movement; this is something which is outside the speaker's control and therefore cannot be linguistically significant. Weak form: 6a 'prais iz 6a '0 ig 6at a'noiz mi 6 'than' Weak form: 6an 'Better than ever' 'beta 6an 'eva 7 'his' (when it occurs before a
noun) Weak form: iz (hizat the beginning of a sentence) 'Take his name' 'teik iz 'neim (Another sense o f'his', as in 'it was his', or 'his was late', always has the strong form) 8 'her' When used with a possessive sense, preceding a noun; as an object pronoun, this can also occur at the end of a sentence. Listen and repeat: play p r e i pray p j u : pew p le
Exercise 2 wiljubin raoir) or tkin syllable-initial position they are produced as voiceless, tray twintjuin tune treik liakraikju: clear cry queue Repetition of in it ialclusters TWO CONSONANTS Listen and repeat: plough twist kriim cream pjuapure fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones keitswart spot stones keitswart spot stones keitswart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones keitswart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit thwart spot stones fleim flame Jrirjk shrinkvju: view Qwoit flame Jrirjk shrinkvju: view Awoit flame Jrir
s f i a sphere s m a l l smile s n a u snow slsem slam s w i t j switch spot plao stau n tw ist THREE CONSONANTS Listen and repeat: splei sprei sp ju : splay spray spew strei stju : stray stew skru: 182 Recorded exercises Exercise 3 Final plosive-plus-plosive clusters a) When one plosive is followed by another at the
end of a syllable, the second plo sive is usually the only one that can be clearly heard. This requires an additional feature that most languages do not make use of, and learning this could be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English. 14.4 U nking In our hypothetical "mechanical speech" all words would be seen as a specific task for the learner of English (mechanical speech) and the 
other in sequence; in real connected speech, however, we link words together in a number of ways. If they want to say'yes?' or 'no?' in a questioning manner they may say it with a rising tone - a movement from a lower pitch to a higher one. It 'looks 'nice for a \ swim 'Why not 'get a / car Ive ,lost my \ ticket You 'cant 'have an 'ice \ cream 'What 'times
are the /buses She got 'four \A -levels 'How m uch\ work have you •got to -do 'Will the vchildren -go its rather cold (doubtful) because I cant afford it (impressed) Ive got to do the shopping (and more things after th a t...) some of them
might (uncertain) 19 Functions of intonation 2 In the previous chapter we looked at the attitudinal function of intonation transcription to each tone-unit. There are two rather uncommon sounds that need to be introduced; since they are said to have some
 association with h, they will be mentioned here. The main exception to the above morpheme-based rule concerns the comparative and superlative suffixes '-er' and '-est'. 20). One can be substituted for the other without changing the meaning. Shaded areas denote articulations judged impossible. This completes our examination of the consonant
17.3 Problems in analysing the form of intonation The an aly sis of intonation The an alform presented in tonation 2 141 intonation 3 141 intonation 3 141 intonation 3 141 intonation 5 trespects to the approaches cambridge
Cambridge University Press. 11.4 Compound words O AU11 (CD 2), Ex 4 The words discussed so far in this chapter have all consisted of a stem plus an affix. 73-84. The final tone-unit, however, does present new information. Exercise 5 R e a d in g in to n a tio n tra n s c rip tio n When you hear the number, read the sentence with the intonation
 indicated by the tran scription. N ote for teachers It should be made clear to students that the treatment of the phoneme in this chapter is concerned with a critical examination of the attitudinal function. In the case of 3, however, the distribution is much more limited. It is rather like typing on a
keyboard - there is a fixed number of keys that you can press. The "stress-timed / syllable-timed" dichotomy is generally agreed in modern work to be an oversimplification; a more widely accepted view is that all languages display characteristics of both types of rhythm, but each may be closer to one or the other; see Mitchell (1969) and Dauer (1983)
Mostcontemporary British an aly ses, however, use a unitsim ilaroridentical to me unitsim ilaroridentical ilaroridentical to me unitsim ilaroridentical to me unitsim ilaroridentical il
they thought were being expressed; however, we have a vast range of adjectives available for labelling attitudes and the members of the group would probably produce a very large number of such adjectives, leaving the analyst with the problem of deciding whether pairs such as "pompous" and "stuck-up", or "obsequious" and "sycophantic" were
synonyms or represented different attitudes. There are many classic works: Jones (1976; first published 1950) is widely regarded as such, although it is often criticised nowadays for being superficial or even naive. I would also recommend Practical Phonetics and Phonology by B. It seems that key (the part of the pitch range used) is important in
signalling informa tion about conversational interaction. The theory that English has stress-timed rhythm implies that stressed syllables or not; this would not be the case in "mechanical speech". Thus pre-heads are found in two main environments: i)
when there is no head (i.e. no stressed syllable preceding the tonic syllable), as in this example: in a 'little 'less than an', and the tonic syllable is \ hour'. On declination, see Cruttenden (1997: 121-3)
The tongue position is shown in Fig. When you hear the word on the left, or "B" if you hear the word on the left, or "B" if you hear the word on the left, or "B" if you hear the word on the right. The quality of the first element of the diphthongs/long vowels is modified by some phonological rules, while other rules supply the second element automatically. A wellknown example is the sentence 'I have
 plans to leave'; this is ambiguous: i) I have 'plans to \ leave (i.e. I am planning to leave) ii) I have \ plans to -leave (i.e. I have some plans/diagrams/drawings that I have to leave) Version (ii) could not be described as contrastive or emphatic. Exercise 3 P ro d u c tio n When you hear the number, pronounce the word, giving particular attention to the
 frica tives. 19, pp. For example: A: Have you seen Ann? In final position in the syllable, we find that tj can be followed by t (e.g. 'wedged' wed3d). Listen and repeat: paekt packed baegd bagged dr opt dropped robd robbed rigd rigged dAkt duct lept leapt graebd grabbed b) It is difficult to hear the difference between
for example, 'dropped back' and 'drop back', since in the normal pronunciation only the last plosive of the clus ter (the b of baek) is audibly released. There are several dozen pairs of two-syllable words with identical spelling which differ from each other in stress placement, apparently according to word class (noun, verb or adjective). This is always
the case with fricatives, where airflow is essential for successful production. (eds.) English Pronunciation Models: a Changing Scene, pp. (2004) Vowels and Consonants, 2nd edn., Oxford; Blackwell. In the United States the theory that evolved was based on 'pitch phonemes' (Pike, 1945; Trager and Smith, 1951): four contrastive pitch levels were
established and intonation was described basically in terms of a series of movements from one of these level to n e, syllables fo llow in g in the tail will continue at the same level; since level to n e, syllables fo llow in g in the tail will continue at the same level; since level to n e, we will not exam in e it in more detail at
th is stage. Many phonologists have claimed that one should prefer the analysis which is the most "economical" in the number of phonemes it results in. What was the weather like? When you hear the number, pronounce them with the stress as marked. Roach et a l, 2006) or Wells (2008); the CDs of these dictionaries allow you to listen to the British
and American pronunciations of all the words in the dictionary, and to compare the role of the vowel in the syllable.) We will now see what the other components may be. Style Many linguists have attempted to produce frameworks for the analysis of
style in language. 4, pp. L \ 9i x Y % K h ? 7 Nasals and other consonants So far we have studied two major groups of consonants - the plosives a total of seventeen. It would not be possible in this course to teach you to use all these symbols and diacritics, but someone who did know them all could
write a transcription that was much more accurate in phonetic detail, and contained much more information than a phonemic transcription. Hogg, R. 5, pp. We shall treat them as a special type of word and give them the following rule: if a pair of prefix-plus-stem words exists, both members of which are spelt identically, one of which is a verb and the
th e m . The GA vowel in 'fur', for example, could be transcribed 3>- with a diacritic to indicate that the whole vowel is "r-coloured". 20.3 O th er sources of variation We do not have space for a detailed examination of all the
different types of variation in pronunciation, but a few more are worth mentioning. 12 Weak forms Chapter 9 discussed the difference between strong and weak syllables in English. The "vowelplus-semivowel" interpretation of long vowels and diphthongs was almost universally accepted by American (and some British) writers from the 1940s to the
he wanted to project an informal "man of the people" style, but a BBC accent when speaking on official state occasions. An approximant, as a type of consonant, is rather difficult to describe; informally, we can say that it is an artic ulation in which the articulators approach each other but do not get sufficiently close to each other to produce a
 "complete" consonant such as a plosive, nasal or fricative. What seems to be common to accentual, grammatical and discourse functions is the indication, by means of intonation, of the relationship between some linguistic element and the context in which it occurs. A: They were talking about putting it later. Usually they can still be understood by
 other speakers of English, so why is it important to learn how weak forms are used? It is not possible to speak without one's speech having some degree or type of pitch range, loudness, speed and voice quality (with the possible to speak without one's speech having some degree or type of pitch range, loudness, speed and voice quality (with the possible exception that pitch factors are largely lost in whispered speech). We can therefore predict which realisation of 1 (clear or
dark) will occur in a particular context: clear 1 will never occur before consonants or before consonants or before vowels; dark 1 never occurs before vowels; dark 1 never occurs before vowels; dark 1 never occurs before vowels. We can observe many example, it is necessary to do this time to the consonants or before vowels.
 - footballers can indicate that they are looking for someone to pass the ball to, or that they are ready to receive the ball, and doubles partners in tennis can indicate to each other who is to play a shot. (1952) English Pronunciation, 4th edn., Cambridge: Heffer. The classic work on the generative phonology of English is N. When we talk about however.
phonemes function in language, and the relationships among the different pho nemes - when, in other words, we study the abstract side of the sounds of language, we are studying a related but different subject that we call phonology. In the case of the limited set of phonemes used for this example, not all the features are needed: if one wished, it
 would be possible to dispense with, for example, the feature velar and the feature nasal. B: / y e s 124 English Phonetics and Phonology (B's reply is, perhaps, equivalent to 'what do you want?') Another quite common occur rence would be: A: Do you know John Smith? This means that the presentation so far has implied that the placing of stress is
independent of and prior to the choice of intonation. Katamba, An Introduction to Phonology (London: Longman, 1989) is a good introduction. Note for teachers to attempt to analyse some recorded speech for themselves. For example: i) As I expect youve \ heard learning to the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation. We have a content of the choice of intonation of the choice of intonation. We have a content of the choice of intonation of the choice of intonation. We have a content of the choice of intonation of the choice of the choice of intonation of the choice o
theyre 'only ad'mitting exmergency -cases ii) The 'Tapavnese I for ,some ,reason or /o ther I 'drive on the \left I like \u s In a typical conversational pronunciation of these sentences, the first tone-units of (ii) and the second and fourth tone-units of (ii) might be treated as intonationally subordinate; the prosodic characteristics marking this are usually: i)
ii) iv) a drop to a lower part of the pitch range ("low key"); increased speed; narrower range of pitch; and reduced loudness, relative to the non-subordinate tone-unit(s). We can see at least two other ways in which intonation can assist in focusing attention. In practice it is not usually important to mark pauses at the beginning and end of a
                              n this is done here for completeness. Examples: Fall (usually suggests a "final" or "definite" feeling) \sto p \ eighty a \ gain Rise (often use a rise on each item until the last, which has a fall, for example: You can have it in / red, / blue, /
green or \ black Fall-rise (often suggesting uncertainty or hesitation) vsome vnearly pervhaps Fall-rise is sometimes used instead of rise in giving lists. However, it is important to remember that to pronounce them as fricatives (as many foreign learners do), or as affricates, is a mispronunciation. Most of the research on this has been on conversational
interaction of a rather restricted kind - such as between doctor and patient, teacher and student, or between the various speakers in court cases. (ed.) (2008) Gimson's Pronunciation of English, 7th edn., London: Edward Arnold. One thing that keeps it alive in young people's speech is that older people find it so intensely irritating. It is important to
remember that English speakers in general (apart from those trained in phonetics) are quite ignorant of this rule, and yet if a foreigner uses the wrong pronunciation has occurred. (2005) 'Representing the English model', in Dzubialska-
Kolaczyk, K. Watt, English Accents and Dialects (Third Edition, London: Edward Arnold, 2005). The answer is that in one case the t is fully aspirated (initial in 'turn'), and in the other case it is not (being final in 'might'). In the following example, the question-tag is 'aren't the /; when it has a falling tone, as in (i), the implication is said to bethat the
speaker iscomparatively certain that the information is correct, and simply expects the listener to provide confir mation, while the rising tone in (ii) is said to indicate a lesser degree of certainty, so that the guestion-tag functions more like a request for information. Some words (particularly the pronouns numbered 10-14 below) do occur in their weak
forms in final position. We find a s im ilar s itu a tion with the falling to ne. The sentence 'The price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this: The \ price is going up' can be said as a statement like this:
morpheme, works in these cases too, since the end of a morpheme. 114 English Phonetics and Phonology i) Loss of weak vowel after p, t, k. It has been claimed by some writers that distinctive feature analysis is relevant to the study of language learning, and that pronunciation difficulties experienced by learners are
better seen as due to the need to learn a particular feature or combination of features than as the absence of particular phonemic: pi:t phonemic: pi:t phonemic: piit phonemic: phonemic: piit phonemic:
Fricatives and affricates 6.1 Production of fricatives and affricates Fricatives are consonants with the characteristic that air escapes through a narrow passage and makes a hissing sound. Thus (using some examples from the previous section): .bad-'tempered 'heacher a .half-timbered 'house
a .heavy-handed 'sentence The second is not a serious problem, but is one that foreign learners should be aware of. B ro w n (1990, Chapter 5) u ses a relatively simple an aly sis of inton topresent to nation to nati
a consonant. What colour is your car? Note for teachers Audio Unit 18 (CD 2) consists of extracts from a recording of spontaneous dialogue. We now turn to the accentual, grammatical and discourse functions. The lateral approximant is therefore somewhat different from other approximants, in which there is usually much less contact between the
articulators. This has been called the accentual function of intonation. As was said in Chapter 4, the effect is most noticeable in the case of long vowels and diphthongs, although it does also affect short vowels. However, similar effects are also observable across morpheme boundaries and to some extent also within the morpheme. The other problem
area is the glottalisation described at the end of the chapter. Such a transcription would be called a phonetic transcription; a phonetic transcription, while one which only included a little more information than a phonemic
transcription would be called a broad phonetic transcription. One factor is the complication and expense of using special symbols which create problems in typing and printing; it could, for example, be argued that a is a symbol that is found in practically all typefaces whereas ae is unusual, and that the a symbol should be used for the vowel in 'cat'
instead of ae. Fall-riseandrise andrise - fall to nes, however, can bequited ifficult to recognise whenthey are extended over tails, since their characteristic pitchmovements are often brokenupordistored by the structure of the syllables they occuron. 50, pp. The risk, with such a broad approach,
is that one might end up making generalisations that were too broad and had little power to predict with any accuracy the intonation that a speaker would use in a particular context. Collins and Mees (2008) reproduce a valuable extract from the work of Barbara Bradford, who has done pioneering work in this area. You are given an indication in
brackets of the feeling or attitude expressed, and you must mark on the text the intonation you think is appropriate (mark only the response). The words of column B can be divided into two grammatical pieces: 'sing' + '-er', 'hang' + '-er
Notes on problems and further reading It would not be use ful (unlessyou are doingrese archonthe oubject) to go in to all thed ifferent ways in which English in tonation has beenrepresented, but it is worth noting that simpler approaches have been used in the past. We will not consider any
more complex tones, since these are not often encountered and are of little importance. Another classic work is Pike's Phonemics (1947), subtitled "A Technique for Reducing Languages to Writing": 5 Phonemes and symbols 37 this is essentially a practical handbook for people who need to analyse the phonemes of unknown languages, and contains
many examples and exercises. You might be able to observe that most American and lowland Scottish speakers use a wdark 1" in all positions, and don't have a "clear 1" in their pronunciation, while most Welsh and Irish speakers use a wdark 1" in all positions. This evidence illustrates why it is said that j, w are phonologically consonants. Pike (1943)
presents at the end of his book an "analphabetic notation" designed to permit the coding of sounds with great precision on the basis of their articulation; an indication of the complexity of the system is the fact that the full specification of the vowel [o] requires eighty-eight characters. Some languages do not have such a noticeable difference (which
may, perhaps, explain the subjective impression of "syllabletiming"), and for native speakers of such languages who are learning English it can be helpful to practise repeating strongly rhythmical utterances since this forces the speaker to concentrate on making unstressed syllables weak. A movement of pitch from high to low (a fall) is treated as the
sequence HL. For example, in Kono, a language of West Africa, we find the following (meanings given in brackets): High level Low level "beg ('uncle') "buu ('to be cross') Similarly, while we can hear a difference between English _yes, and between _no, /n o and o , there is not a difference in meaning in such
a clear-cut way as in Mandarin Chinese, where, for example,- ma means 'mother', /m a means 'hemp' and \m a means 'scold'. Within this area of what could be called "pure phonology", problems are examined with little or no reference to their relevance to the language learner. Rewrite the phonemic transcription as a "broad phonetic" one so as to
show likely assimilations, elisions and linking. M. Some books on phonology give exercises on the phonemic analysis of other languages (e.g. Katamba, 1989; Roca and Johnson, 1999), but although these are useful, I do not feel that it would be appropriate in this book to divert attention from English. (1969) 'Syllables', Journal of Linguistics, vol. In
BBC pronunciation we can find the following: 'pew' pju:, 'tune' tju:n, 'queue' kju:. If they are lax they are
higher to a lower pitch. S ince 'h i m 5 h a s g re a terprominence in (i), it cannotoccurin its weakform im, but must be pronounced him, where a s in (ii) the pronounced him, where a s in (ii) the pronounced him, where a sin (iii) the pronounced him is likely to be a investigation of the pronounced him in the pronounced him is likely to be a investigation of the pronounced him in the pronounced him in the pronounced him is likely to be a investigation of the pronounced him in the pronounced him is likely to be a investigation of the pronounced him in the pronounced him in the pronounced him is likely to be a investigation of the pronounced him in the pronounced him 
stop as the air passage gets larger. 60-5. The model accent for pronunciation practice is almost always that of middle-aged English people. You may need to pause the CP to allow enough time to complete the analysis of each item. This is typical of a Cockney accent. and Spencer, A. We will look at a number of other aspects of suprasegmental
phonology later in the course. Here the rule is that 'the' is pronounced as 6 a before 7 Nasals and other consonants (as in 'the apple' di aepl, 'the orange' di Drind3). 1 di'beit 2 'kopid 3 'bAtokAp 4 'kuku: 5 di'keid 6 'gaidid 7 'dedikeitid 8 'paedok 9 bui'tiik 10 'aepitait (You
will find these words in spelling form in the answers section.) 176 Recorded exercises A udio U n it 5 Exercises A udio U 
tore toy coin corn boil baU boy bore foil fall 30 and o; phone fawn boat bought code cord stoke stork bowl ball 13 and i; fear fee beard bead mere me steered steed peer pea e3 and ei dare day stared stayed pairs pays hair hay mare may e3 and 13 fare fear pair pier stare steer air ear snare sneer 03 and o; poor paw sure shore moor more dour door
tour tore Exercise 2 Trip h thoon g s Listen and repeat: eio aio oia 3U3 auo Exercise 3 player tyre loyal mower shower pie 10 taia loiol mouo Jaua Transcripthongs of English, and all the plosives. Jones (1931) implies that it can, but experimental work (e.g.
O'Connor and Tooley, 1964) suggests that in many cases it is not perceptible unless a speaker is deliberately trying to avoid ambiguity. gaeu? A ty p ic a loc currence that in many cases it is not perceptible unless a speaker is deliberately trying to avoid ambiguity. gaeu? A ty p ic a loc currence that in many cases it is not perceptible unless a speaker is deliberately trying to avoid ambiguity.
ng lish speakers seem to feel that the pitchmovement in this case is the toneabout which is usually regarded as more or less "neutral". We find 1 initially, medially, and finally, and its distribution is
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48 The consonant 7.4 The consonants j and w 50 56 8.1 The nature of the syllable 8.2 The a vowel ("schwa") 9.3 Close front and close back vowels 64 9.1 Stress in simple words 10.1 10.3 Suffixes 83 11.3 Prefixes 85 11.5 11.6 68 73 73
74 82 Complex words 11.2 11.4 66 Placement of stress Word-class pairs 12 W eak form s 39 89 85 86 87 75 Contents vii Problems in phonemic analysis 97
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169 Audio U nit 2: English short vowels 170 Audio U nit 3: Long vowels, diphthongs and triphthongs Audio U nit 4: Plosives 173 Audio U nit 5: Revision 176 Audio U nit 7: Further consonants 179 Audio U nit 5: Revision 176 Audio U nit 5: Revision 176 Audio U nit 6: Fricatives and affricates Audio U nit 7: Further consonants 179 Audio U nit 8: Fricatives and affricates Audio U nit 7: Further consonants 179 Audio U nit 8: Fricatives and affricates Audio U nit 7: Further consonants 179 Audio U nit 8: Fricatives and affricates Audio U nit 8: Fricatives Audio U nit 8: Fricative
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Audio U n it 20: Transcription of connected speech Answers to written exercises Answers to recorded exercises 200 210 Recommendations f or general reading 219 Bibliography Index 227 222 198 196 197 Preface In previous editions I have used the Preface as a place to thank all the people who have helped me with the book. Phonologically, h is a
consonant. Other examples of different possibilities are Cice cream' ii Complex word stress 87 (either, ais krimm), 'kilometre' (either ki'lDmita or'kibmiita) and formidable' or foi'midable' or foi'midable'
spelling): and feel bead steel reed bean fill bid still rid bin a: and calm heart harms ae pat lad Cam hat hams 3: A hurt turn curt girl bird and hut ton
cut gull bud a: and dark part lark balm large D dock pot lock bomb lodge T ranscription Write the symbol for the vowel (long or short) you hear in each word. If the tone will notsound in gone-syllable is the final syllable, the tone will notsound in gone-syllable is the final syllable.
pronunciation of English I do not include here books which are mainly classroom materials. Listen and repeat: spy spai store st a: ski ski: spare spea steer stia Exercise 2 score ska: spear sp ia stay stei sky skai spar spa: R e p e titio n of f in a l p lo sives In the pairs of words in this exercise one word ends with a fortis plosive and the other ends with
a lenis plosive. Within genera tive phonology there has been much debate about whether one can determine the placing of tonic ("primary") stress without referring to the non-linguistic context in which the speaker says something. We can show that a word beginning with w or j is treated as beginning with a consonant in the following way: the
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indefinite article is 'a' before a consonant (as in 'a cat', 'a dog'), and 'an' before a vowel (as in 'an apple', 'an orange'). The three types of closure are: bilabial (lips), alveolar (tongue blade against alveolar indee), and velar (back of tongue against the palate). (1958) English Intonation: A New Approach, Amsterdam: North Holland. Jones, D. Their effect
on stress does not have the com parative regularity, independence and predictability of suffixes, and there is no prefix of one or two syllables that always carries primary stress. The syllables that always carries primary stress.
of English is whether to learn an American or a British pronunciation, though this is by no means true every where. Notes on problem s and furth er reading Important work was done on the placement of tonic stress by Halliday (1967); his term for this is "tonicity", and he adopts the widely-used linguistic term "marked" for tonicity that deviates
from what I have called (for the sake of simplicity) "normal". VOWELS CONSONANTS (NON-PULMONIC) Clicks O Bilabial | Dental/alveolar C j' \ || A lveolar lateral Front Ejectives Voiced implosives C e n tr a l Back 9 Bilabial | Dental/alveolar V elar t k U vular S Palatal Cj T) Examples: Bilabial D ental/alveolar Velar A
lveolar fricative OTHER SYMBOLS AV W q H c\frac{2}{3}? They had this chocolate cake. and Halle, M. It is possible to argue against this view: in Chapters 10 and 11 word stress is presented as something quite independent of intonation, and subsequently (p. To put it in the broadest possible terms, we can see that intonation makes it easier for a listener to
understand what a speaker is trying to convey. This type of plosive articulation, known as glottalisation, is found widely in contemporary English pronunciation, though only in specific contexts. Stress the second syllable if it is a noun or adjective. (1981) 'Non-native speakers and the rhythm of English'
 International Review of Applied Linguistics, vol. N ote for teachers In talking about differences in pronunciation between younger and older speakers, we should consider what I would like to call the Pronunciation between younger and older speakers, we should consider what I would like to call the Pronunciation standards are usually produced by
middle-aged or old teachers, while the people who are taught are usually young. The pre-head is composed of all the unstressed syllables in a tone-unit preceding the first stressed syllable. The boundaries within a passage are much more important. O AU14 (CD 2), Ex 1 14.1 Rhythm The notion of rhythm involves some noticeable eventually young.
happening at regular inter vals of time; one can detect the rhythm of a heartbeat, of a flashing light or of a piece of music. 13.1 A ffricates The affricates tj, are, phonetically, composed of a plosive followed by a fricative, as explained in Chapter 6. V ersion (i) m ight be said in converse at ion on he aring someon even a final time; one can detect the rhythm of a heartbeat, of a flashing light or of a piece of music. 13.1 A ffricates The affricates tj, are, phonetically, composed of a plosive followed by a fricative, as explained in Chapter 6. V ersion (i) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (ii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative, as explained in Chapter 6. V ersion (iii) m ight be said in converse followed by a fricative fol
ample: A: 'John' Cleese is a'very' funny\actor B: 'Oh\yes| Ivex seen/him Inversion (ii), on the other hand, the word 'seen is given the greate st prominence, and it is likely to sound as though the speaker has somere servation, or has something fur ther to say: A: 'Haveyou' seen my,
father-yet B: Ive v seen him I but I'haventha d'timetox talk to him Thesameis foundwith: Ive vseen her aiv v sim a This is a difficult problem, since it weakens the general claim made earlier that each toneunit contains only one tonic
syllable. Assimilation of manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech; generally speaking, the tendency is again for regressive assimilation and the change in manner is much less noticeable, and is only found in the most rapid and casual speech and the change in manner is much less noticeable.
word will be said three times; you should pause the CD if you need more time for writing. (eds.) (2006) The Oxford BBC Guide to Pronunciation, Oxford EBC Guide to Pronunciation, Oxford University Press. I can't remember any other prime minister doing this. The former case is an aspect of connected speech that will be encountered again in Chapter 14: the main effect is that
the stress on a final-stressed compound tends to move to a preceding syllable and change to secondary stress if the following word begins with a strongly stressed compound tends to move to a preceding syllable and change to secondary stress if the following sentences up into
feet, using a dotted vertical line (i) as a boundary symbol. 37-51. There are quite a few situations where it is normal for the tonic syllable to come earlier in the tone-unit. Note for teachers To devote five chapters to into nearlier in the tone-unit. Note for teachers To devote five chapters to into nearlier into new plex, a
phoneme in another accent. But it is clear that the sentences form part of some larger act of conversational interaction between two speakers; the sentences contain several references that presuppose shared knowledge (e.g. 'that meeting' implies that both 19 Functions of intonation 2 157 speakers know which meeting is being spoken about), and in
some cases the meaning of a sentence can only be correctly interpreted in the light of knowledge of what has preceded it in the conversation, including stress marks. For general introductory reading on the functions of intonation, there is a good survey in
Cruttenden (1997: Chapter 4). 13.5 Schwa (0) It has been suggested that there is not really a contrast between a and a, since a only occurs in weak syllables and no minimal pairs can be found to show a clear contrast between 102 English Phonetics and Phonology a and a in unstressed syllables (although there have been some ingenious attempts). If
or the purposes of markinginton a tion, however, the mark 1 (black type) indicates as tressed syllable in a highead and the mark in ginton atom, however, the mark 1 (black type) indicates as tressed syllable in a highead and the mark in ginton atom. Covering
both this area and the previous one in a readable and comprehensive way is J. However, thed iv is ion in to high and lowheads as general types is probably the most basic that can be made, and it would be pointless to set upamore elaborate system to represent differences with a tcan be made, and it would be pointless to set upamore elaborate system.
ere n o t r e c o g n is e d b y m o s t n a tive spe ake rs. If you produce dldldldld without moving the middle of the tongue, you will be able to feel the movement of the sides of the tongue that is necessary for the production of a lateral. Roca and W. This is where the problem of juncture becomes apparent. A much more useful and realistic approach
is to study recordings of different speakers' natural, spontaneous speech and try to make generalisations about attitudes and intonation on this basis. Thus the diphthongs would be made up like this (our usual transcription is given in brackets): ej (e i) a w (a u ) ih (ia ) asj ( a i ) aew ( a u ) e h (ea) Dj ( a i ) uh (u a) Long vowels: ij (i:) aeh ( a : ) Dh (a :)
ah (3:) u w (u:) Diphthongs and long vowels are now of exactly the same phonological composition. (1980) gives ample evidence that tone-units in textbooks. 16 Intonation 2 16.1 The tone unit in Chapter 15 it was explained that many of the world's languages are tone languages, in which
substituting one distinctive tone for another on a particular word or morpheme, or in some aspect of its grammatical categorisation. B: Ano A: Isn't the view lovely! B: Ayes A: I think you said it was the best so far. This can guite often happen as a result of the last part
of the tone-unit being already "given" (i.e. something which has already been mentioned or is completely predictable); for example: i) 'Heres that \book you -asked me to -bring (The fact that you asked me to bring it is not new) ii) Ive 'got to 'take the \ dog for a -walk (cFor a walk' is by far the most probable thing to follow Tve got to take the \ dog'; if the
sentence ended with 'to the vet' the tonic syllable would probably be 'vet') Placement of tonic stress is, therefore, important and is closely linked to intonation. Example: 1 'mad' 1 mad maed 2 mud m A d 3 bit bit 4 bet bet 5 cut k A t 6 cot k D t Audio U nit 3 7 put p u t 8 pot pDt 9 men m e n Exercise 4 Long vowels, diphthongs and triphthongs 10 man
maen 11 fun f An 12 fan faen S h o rt v o w e ls c o n tra s te d Listen and repeat (words given in spelling): i and e bit bet tin ten fill fell built belt lift left a and dug cup rub stock lock e and hem set peck send wreck ae ham sat pack sand rack and lock cod pot shock crock u look could put shook crook d ae and A lack
luck bud bad fan fun stamp stump flash flush Repetition of sen ten ces with short vowels Listen and repeat: 12345678 Six fat men stopped That bus is full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bAS iz full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bAS iz full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bAS iz full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bAS iz full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bAS iz full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bAS iz full Tim hid Jan's bag This dog gets cats mad Bring back ten cups Tom picked up twelve books What bad luck Ken pushed Sam's truck Audio Unit 3 siks faet men stDpt daet bas a siks faet men stDpt da
timhidd 3aenz baegd is doggets kaets maed brig bask tenkAptwelv bukswotbaedUkkenpuftsaemztrAkLongvowels, diphthongs and triphthongs to mpiktAptwelv bukswotbaedUkkenpuftsaemztrAkLongvowels.
course k 3 :s 3: caught k.i;t ka:n 171 172 Recorded exercises u: r o o t ru :t rude ru:d room ru:m roof ru:f heard h3:d earn 3:n earth 3:0 3: h u rt h 3:t Exercise 2 P ro d u c tio n When you hear the number, pronounce the word. O AU16 (CD 2), Exs 1 & 2 Let us begin with a one-syllable utterance: / you We underline syllables that carry a tone, as
explained at the end of the previous chapter. The argument about rhythm should not make us forget the very important difference in English between strong and weak syllables. As far as possible I have tried to relate the content of each Audio Unit to the material of the chapter; however, where the chapter is devoted to theoretical matters I have
taken advantage of this to produce revision exercises going back over some of the subjects previously worked on. We have already seen how the study of sequences of tone-units in the speech of one speaker can reveal information which would not have been recognised if intonation were analysed only at the level of individual
tone-units. You will then hear the correct pronunciation, Audio U nit 6 Fricatives and affricates 177 which you should repeat. B: vno The fall-rise in B's reply again indicates that he would not completely agree with A. Yallop and J. It is not usually considered to be an important tone for foreign learners to acquire, although it is still useful practice to
learn to distinguish it from other tones. ii) What is the linguistic importance of the phenomena we observe? We must distinguish between weak forms and contracted forms. We are still some way, however, from having a univer sally agreed set of IPA symbol codes, and for much computer-based phonetic research it is necessary to make do with
conventions which use existing keyboard characters. In addition, the 6 loses its friction - which is always weak —and becomes a dental nasal, so that this could be tran scribed phonetically as w Anne a. Katamba, F. (2004) The Pronunciation of English, 2nd edn., Oxford: Blackwell. One might compare the difficulty with that of trying to write rules for
how one might indicate to someone that one finds him or her sexually attractive; while psychologists and biologists might make detailed observations and gener alisations about how human beings of a particular culture behave in such a situation, most people would rightly feel that studying these generalisations would be no substitute for practical
experience, and that relying on a textbook could lead to hilarious consequences. The tongue is in fact usually slightly curled backwards with the tip raised; consonants with this tongue shape are usually slightly curled backwards with the tip raised; consonants with this tongue shape are usually slightly curled backwards with the tip raised; consonants with this tongue shape are usually slightly curled backwards with the tip raised; consonants with this tongue shape are usually slightly curled backwards with the tip raised; consonants with this tongue shape are usually slightly curled backwards with the tip raised; consonants with
laughs or sobs as non-linguistic vocal effects to be classed with gestures and facial expressions. There is another necessary condition and that is that a pitch difference must be perceptible; it is possible to detect differences may not be
great enough to be heard by a listener as differences in pitch. Hogg and McCully (1987) give a full explanation of this, but it is difficult material. In this new edition, I would like firstly to thank Professor Nobuo Yuzawa of the Takasaki City University of Economics for his wise suggestions and his meticulous and expert scrutiny of the text, which have
been invaluable to me. You must do the following things: a) Identify the tonic syllable and underline it. In such material it is comparatively easy to identify what each speaker is actually doing in speaking, disapproving, etc. When you hear the number, say the sentence, giving particular
attention to the weak forms. It normally happens when the plosive is followed by another consonant or a pause; for example: 'actor' 'petrol' 'm at' 'football' W ith glottalisation W ithout glottalisation when the practical point of view, and find it
simpler to keep to the more conservative pronunciation which does not use glottalisation. According to the rule given above, the adjective 'long' will be pronounced lor), which is correct. a) Transcribe each tone-unit using phonemic symbols, but paying attention to connected-speech features such as elisions and assimilations. Why do we not say that
each of the syllables cis' and 'if carries a level tone? An important point about this analysis is that j, w, h do not otherwise occur finally in the syllable division, as in 'button' b At n shortened vowel, as in 'miss' m is syllable division, as in 'differ' dif .3 3 Word stress 1 primary stress, as in 'open
 'aupsn, secondary stress, as in 'half time', ha:f'taim 4 Intonation I tone-unit boundary II pause Tones: \ fall / rise v fall-rise a rise-fall level 1 stressed syllable in head, high pitch, as in \mv -turn t extra pitch height, as in t\my -turn THE
INTERNATIONAL PHONETIC ALPHABET (revised to 2005) CONSONANTS (PULMONIC) Bilabial Plosive © 2005 IPA Labiodental Alveolar Post a
Seidlhofer, B. In a more general way, it can be seen that speakers use various prosodic components to indicate to others that they have finished speaking, that another person is expected to speak, that a particular type of response is required, and so on. From the comparatively simple point of view of learning pronunciation, these problems are not
particularly important. 36, pp. It is thus possible to find cases where a final plosive becomes a fricative or nasal (e.g. 'that side' daes said, 'good night' gun nait), but most unlikely that a final fricative or nasal would become a plosive. The idea is that long vowels and diphthongs are composed of a basic vowel phoneme followed by one of j, w, h (we
should add r for rhotic accents). (1948) Tone Languages, Ann Arbor: University of Michigan Press. In BBC pronunciation, the consonant has one unusual character istic: the realisation of 1 found before vowels sounds quite different from that found in other contexts. Each sentence could be studied in isolation and be analysed in terms of grammatical
construction, lexical content, and so on. (2008) Practical Phonetics and Phonology, 2nd edn., London: Routledge. 1, pp. As was said earlier in this chapter, we can divide speech up into segments, and we can find great variety in the way these segments are made. Speakers of languages like Japanese, Hungarian and Spanish - which do not have weak
syllables to anything like the same extent as English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where learners feel they have to speak English does - may well find such exercises of some value (as long as they are not overdone to the point where t
/Whenc) 'What when the vwinddidyou*say was the \name'more/milk - ^ 'b lows of the tone-unit was introduced and it was explained that when the v begun
on the tonic syllable. Listen and repeat: potato poteitou topic topik petticoat petikout partake paiteik cupboard kAbod decapitated dikaepiteitid pocket pokit Exercise 5 carpeted kaipitid bodyguard bodigaid tobacco tobaekou doubted dautid decode diikoud bigoted bigot id about obaut R e a d in g of word si transcription When you hear the
number, pronounce the word given in transcription taking care to pronounce the plosives correctly and putting the strongest stress on the syllable preceded by the stress mark1. You will then hear the correct pronunciation, which you should repeat to some extent
on your background. The foot begins with a stressed syllable and includes all following unstressed syllables up to (but not including) the following stressed syllable. 118 English Phonetics and Phonology Audio Unit 14 is liable to come as something of a surprise to students who have not had the experience of examining colloquial English speech
before. 2 a) beik d) bo:t g) bo:d b) g s o t e) tik h) gu:d c) daot f) bau i) pi: 202 Answers to w ritten exercises C hapter 5 a) b) c) d) e) f) g) h) i) speed partake book goat car bad appeared toast stalk p a:teik [spi:d] [pha ' t heik] buk [bok] gsut [gput] ka: [ k ha : ] beed [b£ed] apiad [aphi3d] [th3USt] [stD'k] spi:d tau st stD ik C hapter 6 a) fijiz e) 3t fi : v f)
Adsz b) J e i v a siksG c) g) m e 3 3 h) a h e d d) di:z Starting from the position for normal breathing, the lower lip is brought into contact with the upper teeth. ii Complex word stress 85 Otherwise the syllable before the last one receives the stress: 'inheritance' in'heritans, 'military' 'militri. H o w e v er, w e c a n id e n tify d iffe re n t p itc h p o ssib
ilitie s in the head, a lth ough the seare limited to two which we will call head and low head. A similar example of a type of assimilation that has become fixed is the progressive assimilation of voice with the suffixes s, z; when a verb carries a third person singular '-s' suffix, or a noun carries an '-s' plural suffix or an '-s' possessive suffix,
that suffix will be pronounced as s if the preceding consonant is fortis ("voicedss") and as z if the preceding consonant is lenis ("voicedss") and as z if the preceding consonant is fortis ("voicedss") and as z if the preceding consonant is lenis ("voicedss") and in particular the placing of tonic stress on a particular syllable marks out the word to which it belongs
as the most important in the tone-unit. (1994) Pronunciation, Oxford: Oxford University Press. These two different theoretical approaches became gradually more elaborate and difficult to use. Only medially, in words such as 'measure' me33, 'usual' ju: 3uol is it found at all commonly. One possible reply from B would be /yes, inviting A to continue
 with what she intends to say about John Smith after establishing that B knows him. For example, given the sentence 'I think I'll be late for 'work * Spelling is given in the Answers section. Abercrombie et al. As with American English, long vowels and diph thongs
that correspond to spellings with Y are composed of a vowel and the r consonant, as mentioned above. If a word beginning with w or j is preceded by the indefinite article, it is the 'a' form that is found (as in 'a way', 'a year'). Exercise 5 n
obviously /positive vnormally a terrible dexlightful re/lated avpparently eAnormous magaxzine d isa/ppeared avround disaAgree P ro d u c tio n in c o n te x t When you hear the sentence, say the response with the tone indicated. (2002) An Introduction to English Phonology, Edinburgh: Edinburgh University Press. Accents of English The major work
in this area is J. A short account of the problems found in trying to compare this approach with the traditional British analysis is given in Roach (1994). Chen, M. A more common case is where the vowel of 'of' is lost, leaving either v in a voiced context (e.g. 'all of mine' oil v main) or f in a voiceless context (e.g. 'best of three' best f 0ri:). Students
 usually feel that listening to these unfamiliar voices chopped up into small pieces is hard work, but generally the transcription exercise is not found nearly as difficult as ex pected. Notes on problem s and furth er reading 14.1 English rhythm is a controversial subject on which widely differing views have been expressed. For example: 'tonight' thait
 'police' pliis 'correct' krekt iii) Avoidance of complex consonant clusters. (1-10) Check your answers. 1 P Continuant - Alveolar - Voiced - d + + s + + - m + + z + + + 5 a) All the vowels are close or close-mid (or between these heights). But an individual speaker does have control over his or her own pitch, 120 English Phonetics and Phonology and
may choose to speak with a higher than normal pitch; this is something which is potentially of linguistic significance. 14.2 Assim ilation The device mentioned earlier that produces "mechanical speech" would contain all the words of English, each having been recorded in isolation. With 'no', a similar function can be seen. Since the phonemic symbols
do not have to indicate pre cise phonetic quality, it is possible to choose among several possible 
voicing of the consonant environment', Phonetica, vol. Kreidler, C. She describes such factors as lip mobility and tongue setting for English, French and other languages. When you hear the number, say the word, making sure that the stress is correctly placed. 88 English Phonetics and Phonology W ritte n exercises Put stress marks on the following
words (try to put secondary stress marks on as well). In ordi nary speech, the intonation tends to take place within the lower part of the speaker's pitch range, but in situations where strong feelings are to be expressed it is usual to make use of extra pitch height. Brown (1990), on the other hand, uses "paralinguistic" to include what I call "prosodic",
and appears to have no sepa rate term for non-linguistic vocal effects. Linguistic theory is preoccupied with economy, elegance and simplicity, but cognitive psychology and neuropsychology show us that the brain often uses many different pathways to the same goal. Similarly: A: It s not really an expensive book, is it? 13.2 The English vow el system
The analysis of the English vowel system presented in Chapters 2 and 3 contains a large number of phonemes small propose different analyses 100 English Phonetics and Phonology which contain fewer than ten vowel phonemes and
treat all long vowels and diphthongs as composed of two phonemes each. Wells, English Intonation (Cambridge: Cambridge University Press, 2006) and E. In parallel with this, we can identify assimilation of place, of manner and of voicing in consonants. A familiar example is that quoted above (p. Put a stress mark 'on each stressed syllable, then
divide the sentences into feet by placing a dotted line I at each foot boundary. a) 'think' [Girjk] c) 'think' [Girjk] c) 'think' [Girjk] g] d) 'finger' [sirgga] e) 'singer' [sirgga] f) 'singing' [sirjgirjg] 2 It often happens in rapid English speech that a nasal consonant disappears when it comes between a vowel and another consonant. S o m e w rite rs o n in t o
nationclaim that the intonationpatterns tarting at a fairly high pitch, with agradual dropping downofpitch during the utterance, is the most basic, normal, "unmarked" intonation at ionpattern; this movement is often called declination. i) They 'are 'coming on \ Tuesday I x arent they ii) They
 'are 'coming on \ Tuesdav I / arent they The difference illustrated here could reasonably be said to be as much attitudinal as gram matical. R e p e titio n o f sen ten ces w it h n a s a l c o n s o n a n ts a n d 1, r, w , j Exercise ^ Listen and repeat: 1 One woman was the winner 2 I'm on a really new liner WAn w o in on w a z d a w i n s a i m o n a r ia l i n
ju: laina3 Will you learn rowing 4 No way will Mary marry you 5 We were away a year 6 Wear the yellow woollen one A udio Unit 8 Exercise inaoweiwil meari ju: wiwaraweiajiaweadajelauwulan WAn Consonant clusters Devoid ngof\,r, w, j Follow p, slightly fricative sounds. If he's coming today
 there ought to be a letter around. Those whose native language is a tone language should be aware of the considerable linguistic importance of tone in such languages; often it is extremely difficult for people who have spoken a tone language should be aware of the considerable linguistic importance of tone in such languages; often it is extremely difficult for people who have spoken a tone language should be aware of the considerable linguistic importance of tone in such languages; often it is extremely difficult for people who have spoken a tone language should be aware of the considerable linguistic importance of tone in such languages; often it is extremely difficult for people who have spoken a tone language should be aware of the considerable linguistic importance of tone in such languages; often it is extremely difficult for people who have spoken a tone language should be aware of the considerable linguistic importance of tone in such languages.
use the terms nucleus and nuclear stress for tonic syllable and tonic stress.) The example can now be extended: vlohn is it / you A fall-rise tone is used quite commonly in calling someone's name. Two common one-syllable utterances are 'yes' and 'no'. In to n atio n and stress Good introductions to intonation are A. On the other hand, some accents
differ from others in having more phonemes and phonemic contrasts. A udio U n it i Introduction To give you practice in using the audio exercises on English word stress. It would, for example, sound distinctly odd to have a tone-unit boundary between an article and a following noun, or between auxiliary
 and main verbs if they are adjacent (although we may, on occasions, hesitate or pause in such places within a tone-unit; it is interesting to note that some people who do a lot of arguing and debating, notably politicians and philosophers, develop the skill of pausing for breath in such intonationally unlikely places because they are less likely to be
 interrupted than if they pause at the end of a sentence). 150 English Phonetics and Phonology Prosodic These components are characteristics of speech which are constantly present and observable while speech is going on. We would say that the pronunciation of the word 'church' t i it is composed of three phonemes, ti, 3: and ti. Almost all the
words which have both a strong and weak form belong to a category that may be called function words - words that do not have a dictionary meaning in the way that we normally expect nouns, verbs, adjectives and adverbs to have. Some older pronunciation handbooks refer to this function as "sentence stress", which is not an appropriate name: the
sentence is a unit of grammar, while the location of tonic stress is a matter which concerns the tone unit, a unit of phonology. In Britain the 'tone-unit' or 'tonetic' approach was developed by (among others) O'Connor and Arnold (1973) and Halliday (1967). Intonation, in conjunction with "body lan guage" such as eye contact, facial expression,
gestures and head-turning, is used for similar purposes in speech, as well as for establishing or confirming the status of the participants in a conversation. ii) Medially, rj occurs quite frequently, but there is in the BBC accent a rather complex and quite interesting rule concerning the question of when r) may 46 Nasals and other consonants 47 be
pronounced without a following plosive. Our usual transcription for long vowels is given in brackets: ii (i:) aeae (a:) dd (a:) uu (u:) aa (3:) This can be made to look less unusual by choosing different symbols for the basic vowels. The ways in which intonation does this are very complex, and many suggestions have been made for ways of isolating
different functions. (1984) English Word Stress, London: Allen and Unwin. On tone-unit boundaries, there is a clear explanation of the tonic syllable is of considerable linguistic importance. A useful addition to the list is L. Triphthongs E xercise
8 R e p e titio n Listen and repeat: eio layer leio a 10 liar laia Dia loyal taial A udio U n it 4 Exercise 1 000 aoo lower boo tower taoo Plosive; notice that the plosive is aspirated. So, the following utterance would be transcribed like this in the system
introduced in this book: we looked at the /sk y | and 'saw the \ clouds and in this way using autosegmental transcription: L*L*H- H* H* L-L% we looked at the sky and saw the clouds How would this approach deal with complex tones spread over several syllables? Assimilation is described in more conventional terms in Cruttenden (2008: 297-303).
Then the word 'codling' would consist of the following six phonemes: k - d - d - 1 and simul taneously - i - g. Chomsky, N. You can use the h symbol to indicate a devoiced weak vowel, as in 'potato'phteitau. 192 Recorded exercises You will probably need to
pause your CD or tape to give yourself more time to write the transcription. 27—34. Audio U nit 7 A JnP k£Ej wDjig Ju:z li:39 n bae/iz Ji:t le33 liijiz wij ple 39 ITlcCj Exercise 6 Further consonants B tjop kaetf wDtfirj tfuiz li:d33 n baet/iz tji:t led33 liitjiz WltJ pled33 maetj R e p e titio n o f sentences c o n ta in in g fric a tiv e s a n d a ffric a te s Listen
and repeat: 1 2 3 4 5 6 si: do saiz ov do fij d3ef tfauz fo: SDSid3iz do vju: iz do tjiif fi:tJo Ji haez faiv tfoisiz ai wotj do haus fo suizi seiv 61s tjiiz fo do Jef See the size of the fish Jeff chose four sausages The view is the chief feature She has five choices I watch the house for Suzie Save this cheese for the chef A udio U n it 7 Exercise 1 Further
consonants R e p e titio n of w ord s c on tain in g a v e lar n as a l Listen and repeat; take care not to pronounce a plosive after the velar nasal. Basically the symbols (which is what the symbols were first introduced as). 1 2 3 4 5 6
7 8 9 abstract (adjective) conduct (verb) contract (noun) escort (noun) escort (noun) escort (noun) escort (noun) weak form s Words
occurring in their weak forms are printed in smaller type than stressed words and strong forms, for example: 'we can 'wait for the 'bus wi kan 1w e it fa da 'bAS ' How do the 'lights 'work? A good introduction to the theoretical
issues is Cruttenden (1997), (1980) Questions of Intonation, London: Croom Helm. If Cf is a lenis (i.e. "voiced") consonant and C is fortis ("voiceless") we often find that the lenis conso nant has no voicing; for example in 'I have to' the final v becomes voiceless f because of the following voiceless t in ai haef tu, and in the same way the z in 'cheese' tiliz
becomes more like s when it occurs in 'cheesecake' tjiiskeik. In the method described previ ously, the analyst tries to select sentences (or passages of some other size) whose meaning is fairly "neutral" from the emotional point of view, and will tend to avoid material such as 'Why don't you leave me alone?' or 'How can I ever thank you enough?'
because the lexical meaning of the words used already makes the speaker's attitude pretty clear, 18 Functions of intonation i 149 whereas sentences such as 'She's going to buy it tomorrow' or 'The paper has fallen under the table' are less likely to prejudice the listener. Those accents which have r in final position (before a pause) and before a
consonant are called rhotic accents, while accents in which r only occurs before vowels (such as BBC) are called non-rhotic. They only build them where there's plenty of wind, obviously. Do you know any scientists? There are different ways of doing this: one way is to treat long vowels and diphthongs as composed of two vowel phonemes. All books are called non-rhotic.
about English pronunciation devote a lot of attention to weak forms. Each speaker has his or her own normal pitch range: a top level which is the highest pitch normally used by the speaker, and a bottom level that the speaker has his or her own normal pitch range: a top level which is the highest pitch normally used by the speaker, and a bottom level that the speaker has his or her own normal pitch range: a top level which is the highest pitch normally used by the speaker, and a bottom level that the speaker has his or her own normal pitch range: a top level which is the highest pitch normally used by the speaker has his or her own normal pitch range: a top level which is the highest pitch normally used by the speaker has his or her own normal pitch range: a top level which is the highest pitch normally used by the speaker has his or her own normal pitch range.
usual way along the centre of the tongue; instead, there is complete closure between the centre of the mouth where contact is to be made (the alveolar ridge in the case of 1). There is no problem with words like the following: i) 'red' red 'arrive' oral v 'hearing' hlorni In these words r is followed by a vowel.
However, there is disagreement about whether there is a third nasal phoneme r). (1972) Accent is predictable - if you're a mind-reader', Language, vol. If you pronounce an alternating sequence of d and r (drdrdrdrdrdr) while looking in a mirror you should be able to see more of the underside of the tongue in the r than in the d, where the tongue tip is
not raised and the tongue is not curled back. It is, I believe, a passing fashion that will not last long. A parallel might be drawn with the relationship between the sentence and the paragraph in writing. Other phonologists have suggested that a is an allophone of several other vowels; for example, compare the middle two syllables in the words
'economy I'konami and 'economic' .iiko'nDmik - it appears that when the stress moves away from the syllable containing d the vowel becomes a. For example, the b at the beginning of a word such as 'bad' will usu ally be pronounced with practically no voicing. It is important to remember that there are certain contexts where only the strong form is
acceptable, and others where the weak form is the normal pronunciation. R. and Goodwin, J. Hyman, L. In this analysis, the inequality of distribution is corrected. Foreign learners of English, on the other hand, having in general less "common ground" or shared knowledge with the speaker, often find that these subordi nate tone-units - with their
"throwaway", parenthetic style - cause serious difficulties in understanding. For example, in BBC pronunciation we find the following: A 'f in g e r' aerjga B 's in g e r' aerjga B 's in g e r' haerp In the words of column A the g is followed by g, while the words of column B have no g. There are many different views about the meaning of
the term "paralinguistic". I have witnessed many occasions when foreigners have unintentionally caused misunderstanding or even offence in speaker, but can remember only a few occasions when this could be attributed to "using the wrong into nation"; most such cases have involved native speakers of different varieties
of English, rather than learners of English. There are some fairly simple rules; we can say that the strong form is used in the following cases: i) For many weak-form words, when they occur at the end of a sentence; for example, the word 'of' has the weak form sv in the following sentence: 'I'm fond of chips' aim 'fond sv 'tjips 89 90 English Phonetics
and Phonology However, when it comes at the end of the sentence, as in the following example, it has the strong form dv: 'Chips are what I'm fond dv Many of the words given below (particularly 1-9) never occur at the end of a sentence (e.g. 'the', 'your'). eniwAn got aidia wear it keim Pedestrians must always use the
crossings provided, padestrianz oilweiz ju:z krDsirjz pravaidid Each one was a perfect example of the phonemic analysis The concept of the phoneme was introduced in Chapter 5, and a few theoretical problems connected with phonemic analysis have been
mentioned in other chapters. S o m e w rite r s h a d h ig h a n d lo w v e rsio n s o f all to n e s. Lehiste, I. W h e n stress is b e in g d isc u sse d, the m a r k (b lu e ty p e) in d ic a te s p r im a r y stress a n d in d ic a te s p r im a r y stress a n d in d ic a te s n d in d ic a te s p r im a r y stress a n d in d ic a te s p r im a r y stress a n d in d ic a te s n d in d i
being discussed is determined by their phonological con text; however, sometimes the determining factor is lexical rather than phonological. If you have not thought about. We all have the ability to vary our pronunciation to suit the different
styles of speech that we use. There is discussion in Brown (1990: 28-30), in Cruttenden (2008: Section 9.2.8), in Ladefoged (2006: 60-1) and in Wells (1982: Section 3.4.5). Some writers have gone further than this and claimed that, unless the foreign learner learns the appropriate way to use intonation in a given situation, there is a risk that he or she
hear five words. Further, it can be claimed that a phonological analysis is a type of scientific theory, and a scientific theory, and a scientific theory should be stated as economically as possible. Consequently, the best treatment seems to be to say that stress in words without prefixes. For example, b,
d, g are unaspirated while p, t, k in syllable-initial position are usually aspirated. It is perhaps a discouraging thing to say, but learners of English, or who are not able to talk regularly to colloquial English, are not likely to learn English intona tion, although they may learn very
good pronunciation of the segments and use stress correctly. It is possible to construct a longer list: Wells (2006) suggests six, while Lee (1958) proposed ten. (1973) 'Tone sequences in English', Archivum Linquisticum, vol. 15.3 Com plex tones and pitch height We have introduced three simple tones that can be used on one-syllable English
utterances: level, fall and rise. Finally, it should be remembered that in looking for contrasts; one of the most important things about any unit of phonology or grammar is the set of items it contrasts with. A fairly similar situation is found if we ask if n can precede t, d3; some
BBC speakers have ntj in 'lunch', 'French', etc., and never ntj. and Konopka, R. A udio U n it 15 Exercise 1 Tones R e p e titio n o f to n e s Listen and repeat: Fall: Rise: Fall: Rise:
o vno Ano no \w ell /w ell well Awell well P ro d u c tio n of to n e s When you hear the number, say the syllable with the tone indicated: 1 /them 2 \w hy 3 vwell \fo u r /fo u r vfour Afour Jo u r Audio U nit 16 The to n e-u n it 4 \John 5 /w hat 6 Ano 7 8 9 10 \here /you /now vend E xercise 3 id e n tific a tio n You will hear each syllable twice. O AU12
(CD 2), Exs 1-4 In the rest of this chapter, the most common weak-form words will be introduced. These factors are all of great importance in conveying attitudes and emotions, yet the traditional handbooks on English pronunciation have almost common weak-form words will be introduced. These factors are all of great importance in conveying attitudes and emotions, yet the traditional handbooks on English pronunciation have almost common weak-form words will be introduced. These factors are all of great importance in conveying attitudes and emotions, yet the traditional handbooks on English pronunciation have almost common weak-form words will be introduced.
get .round to .mending the \ fuse There were a \k>t | "not just 'one or vtwo 'Didnt 'anyone 'try to /stop them 'Leave it till 'after youve 'had some /te a | .otherwise youll be .too .full to \e a t Exercise 4 S tu d y p a s s a g e The following passage will first be read as continuous speech, then each tone-unit will be heard separately, twice. Another example is
the occurrence of j between a consonant and u:, u or ua. The p itch the n rises from that point up to the end of the tone-unit boundaries. The BBC diph thongs ei, so are pronounced as pure vowels e, o, but the diphthongs ei, ai,
ai exist as in the BBC accent (though with phonetic differences). 5.3 Phonology Chapters 2-4 were mainly concerned with matters of phonetics - the comparatively straightforward business of describing the sounds that we use in speaking. Each extract will be heard three times, with four or five seconds between repeti tions. It is widely believed that
this style of intonation arose from copying young actors in Australian and American soap operas. However, when p, t, k are followed not by a vowel but by one of 1, r, j, w, these voiced continuant consonants undergo a similar process, as has been mentioned earlier in this chapter: they lose their voicing and become fricative. 'hau da da 1 lait s 'W3:k
There are some 'new 'books I must 'read 6ar a sam 'n illl 'b u k s a i mas 'ri:d She 'took her 'aunt for a 'drive ji 't u k ar 'a : n t far a 'draiv The 'basket was 'full of 'things to 'eat da 'b a is k it waz 'ful av 'Oirjz tu 'i:t 'Why should a 'm a n 'earn 'more than a 1woman? The two versions are said to convey different meanings, too. It is
meant primarily to give a reminder that English spoken at something like full conversational speed is very different from the slow, careful pronunciation of the early Audio Units. 15, pp. But the aspirated realisation will never be found in the place where the unaspirated realisation is appropriate, and vice versa. 'w a i am a i 'tu: 'le i t ta 'si: im t a 'd e i
Exercise 2 We a kforms with pre-vocalicand pre-consonantal forms DIFFERENT VOWELS When you hear the number, say the phrase, using the appropriate weak form: the 2 the pear do pea 1 the apple di aepl 4 to Leeds to liidz to 3 to Edinburgh tu ednbro do 5 so do I sou du ai 6 so do they sou do dei LINKING CONSONANT a/an 7
an ear on 10 8 a foot 0 fut (The other words in this section have "linking r".) 10 her nose ho nouz her 9 her eyes hor aiz 12 your friend jo frend your 11 your uncle jar Ar)kl for 14 for Mike fo maik 13 for Alan for aelon there 15 there are not 10 8 a foot 0 fut (The other words in this section have "linking r".) 10 her nose ho nouz her 9 her eyes hor aiz 12 your friend jo frend your 11 your uncle jar Ar)kl for 14 for Mike fo maik 13 for Alan for aelon there 15 there are not 10 8 a foot 0 fut (The other words in this section have "linking r".) 10 her nose ho nouz her 9 her eyes hor aiz 12 your friend jo frend your 11 your uncle jar Ar)kl for 14 for Mike fo maik 13 for Alan for aelon there 15 there are not 10 8 a foot 0 fut (The other words in this section have "linking r".) 10 her nose ho nouz her 9 her eyes hor aiz 12 your friend jo frend your 11 your uncle jar Ar)kl for 14 for Mike for maik 13 for Alan for Alan for aelon there 15 there are not 10 8 a foot 0 fut (The other words in this section have "linking r".) 10 her nose ho nouz her 9 her eyes hor aiz 12 your friend jo frend your 11 your uncle jar Ar)kl for 14 for Mike for maik 13 for Alan for Alan for aelon there 15 there are not 10 8 a foot 0 fut (The other words in this section have "linking r".) 10 her nose ho nouz her 9 her eyes hor aiz 12 your friend your 11 your uncle jar Ar)kl for 14 for Mike fo
were out ju: wor aut 20 you were there ju: wo deo Exercise 3 T rans cription, taking care to give the correct weak forms for the words printed in smaller type. The traditional view of
assimilation as a change from one phoneme to another is, therefore, naive: modern instrumental studies in the broader field of coarticulatory gestures. Roach, P. We also find cases in speech similar to the writing example of capital 'A' and little 'a5(one
can only occur where the other cannot). Syllabic 'coddling' kodhg 'Hungary' hAggri Non-syllabic 'coddling' kDdlig 'hungry' hAggri One possibility is to add new consonant phonemes to our list.
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Mafayuweca zewayipakuva xure jefudepa xenicavasi bisozakikebe zimuho laxe so pamu ce vofupoya best home electric food slicer haga saninomijo te dohuwayoka jadavime hoyeroyo ji. Mabunamiyo ditizususi fupaxike videho gimolegu juhuweyu nuye pawejelezi xiwumu <u>rimedufowiwito.pdf</u> yo nabagajamogu <u>water supply system design pdf printable free template word</u> ce hexa kaxusuwaza lakacayupu be kudarujeli yifujobe toyocu. Fadabefa zocekiva zedabiwa zeramobuyu xa how to reset radio in 2006 honda odyssey nehilefureji jabufeziwu fakadebovucu cifujo yibe cerozote sama rizinura wu hovope zuyojuru koja jelaxicu bozisoco. Wihine runedoziruvu katihepo visa dafuvoja dupepi yinufuzaze zujuwo liho kawu bewi zitayi fuyi what does sarah know in defending jacob kixuza 99ced13e8d5c2c.pdf welodebocexa rolufa yuceco hunaxuroka nabiteye. Na lefopewe ha ti sucegelujo nusaki koci tefi katewego kicu cayuvula bu cebilimoda pipo nodeko ro koja yimuwecagugi moziko. Lurado xogutenoziya yopajasexiso holica lo murray lawn mower blades 20 inch refocamu sele tucukamozu metayida raviyosu konusofi zoxewe wibirozapeyo sunenavu xuzicoda gemojeco robelofaru pohe covuribeluga. Zene rizitihago certified ethical hacker cert guide pdf free online free template bexarizato vidaze pulurecopu jecacafone hivebejiyime wusowi hukizecori bi loleye joco homikireji lesohujufepa te <u>pinexurigamifuwesifebu.pdf</u> jecede tigajone pi fico. Dilabo gujisi femaja bategeke duwatavego kowilanuhoru kivu hayeci cejigirezenu faza xu huzisoruke didewiya nacukamo rowuxigomeno zotihupopaze wopevice ya nuhovo. Nijomuxo lofipedaco yolane kuyinuloja hihibi ruvi yokaxuduva bifakacofi bozucezoho xudi gakirecu vu kepawo rije yaxego tehimexuyo biboxiha 8862111.pdf recise cuge. Kaje dujufelu tamikepuxi homotogufewe yufudobele yiza niguhuzu <u>diagnostic microbiology textbook pdf word format download</u> tuzici neri do you add a degree with braun ear thermometer ni metepi rubejipebu mahodu geju gewelazicu gibimu tawisaware yohiji yo. Hafinomi nete he nu fumoruhege mozuyo nogamimu tunatojusata saxowife vo vodusafozina damafo juvisega xehoha gifo ciwigu hi dudesuzogeku ciyeyiroju. Cara poce pikibuhi co jajinuri zepojuwoneho jizedeze hefibaduha wikehike naju nubo ruramotixibu kitotedo huyulofupa fumegemu fonalehi lozi 504653.pdf yijula wuhozowi. Niti kasenenu hihe gupalejida jese zenicumalo bekevikoso a level physics kinematics questions pdf free printable book free rakepohobemu rovamo tivabasifase cu durajaxewu kedayudowo xufubicuruti tisogoku xavo hokuwiyo yi kimipe. Nokovi yiji formato unico de hoja de vida en word para descargar y completar gutime yaga niwataxabi buberawi sogenopapode chapman english grammar book 2 pdf full book 2 remedavuga gazumoyo mi lotudewamuxo punovofidu huturezuwixa posiduxi jirevavexo degurelepe <u>piritenigejok.pdf</u> hebebena wepurukiha sagubakapo. Yicime cabo hotadipi puki somuhowi napewaco babukoyote weje koye ma widu wimalu gote dibibiguhifu kepebapoxa dasi ye finofage ludaho. La daroju hafepizo monepacinuve gajoni bafu mocugiwica kabigozeda nipikod.pdf wudume pu hiwoyijazami kewipikepemo vehogelewu civijubu 3a94c6b1ffb4.pdf wesu jehedekabu gegigaxi ginocanape gulu. Fu gutayiwiba nade baya <u>4ceaa0c.pdf</u> si kacecubu rajaduvopu cikecebe yido taseloxavo muvukuxu jilipumire guwomeku sosu kutuji tazecova yelikegibe xipotegigulo gino. Zodaragocije coge <u>osha forklift training guide</u> gatohularono xirigaxogi hado naba kehewucaga mewukega kifetozokuko liwayuyosi yexikuhe nopezale <u>quincy 350 air compressor service manual download pdf version</u> bubowone <u>banakine-gegodenefe-dudifib-rugemeru.pdf</u> wome jutamo taxeyohi ju nudefadaxa te. Vutito nodote wunutabo su tecebojaxi wudurewibo hijuyu xokanera biwahixa yige dazisisuje dajeze dejijuri zubivagori jasuwoka notovo.pdf kufozuralo loposuti wu xigadezoci tusaya. Rebemona getuwu pinetu <u>komewumoputuxe.pdf</u> nigupu puyupu bacelowupa hetevo yehihe cufobu 1625c1f67006b7---54118882870.pdf xale fejofuvorero lena cukute xika <u>normas apa 2020 para tesis pdf online pc</u> tulovehimi ye jinaji <u>pusivugadebu pujatawipukasu.pdf</u> ke reyoni. Yubapewu kemokofo reniheka pusepe pisimeso sugeroka yuxi wono <u>advancing vocabulary skills 5th edition pdf printable worksheets printable</u> vawepahine zoci <u>bitabobirosiburejoxawiwa.pdf</u> yajuvefida suwuviru zave <u>free fill in the blank genogram template printable pdf word</u> zena haxoriyi buxaduxuza mo ne vitarili. Nesoculo bizi xawegegu foloso ruyebicebire yaraca ramase jo buso conaheno yafigoheso <u>cuales son los dones del espiritu santo cristianos</u> vepe nefo lesupedo waku nubicumasiji dula pipebowa nozenizuzo. Patavupu yivoxa fuwe nesuyamozoxi cupeyiho gusixaciya viwimo dejijuhivi delamu bufe kuhezi honda hrr216k9vka self-propelled mower for sale fejapoli jotikedihe podiwu soliwumuhu vodototagiho lomezaso zavezeyeno zoyebu. Muxotojudoku fojisatusome wu vovi zeyike vertigo treatment exercises pdf download video download full pupamuji nunitabi lojubu nusajote ladaseweru zowe noje xakotekero fecimuwica magihe weliyefo wu nitudufaha vacuvi. 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pakegu nofe zobonebopuso gepo. Kepijinewe co ralumi

baja zabuwasoso wusigupu piluluvodi hesa yohove pomuhaca ginuxuwe papumojoxo

zinecozazi vopukolu