

كلية : الآداب

القسم او الفرع : اللغة الإنجليزية

المرحلة: الأولى

الفصل الدراسي: الثاني

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اسم المادة باللغة الإنجليزية : Pronunciation

Definition of a Vowel Sound:

A vowel is a speech sound, which is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction, and which is a unit of the sound system of a language that forms the nucleus of a syllable.

Vowels are produced by air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and the lips. It is easy to see and feel the tongue differences.

Vowels must be learned by listening and imitating, for instance, the vowel sound /ɔ:/ in the word 'saw' /sɔ:/ is produced, while the forms of the lips are round, and the back of the tongue is in a position mid-way between the highest and lowest position. To pronounce this long vowel, you need to listen to the native speaker how he produces it focussing on the shapes of the lips and the

position of the tongue when producing it. The other matter is that the listener should listen to the speaker while producing this long vowel and imitates the way he produces the sound different times. However, all vowels are considered voiced and oral because in their production, the vocal cords are vibrating and the soft palate (velum) is raised. These sounds make no obstruction to the flow of air when it passes from the larynx to the lips.

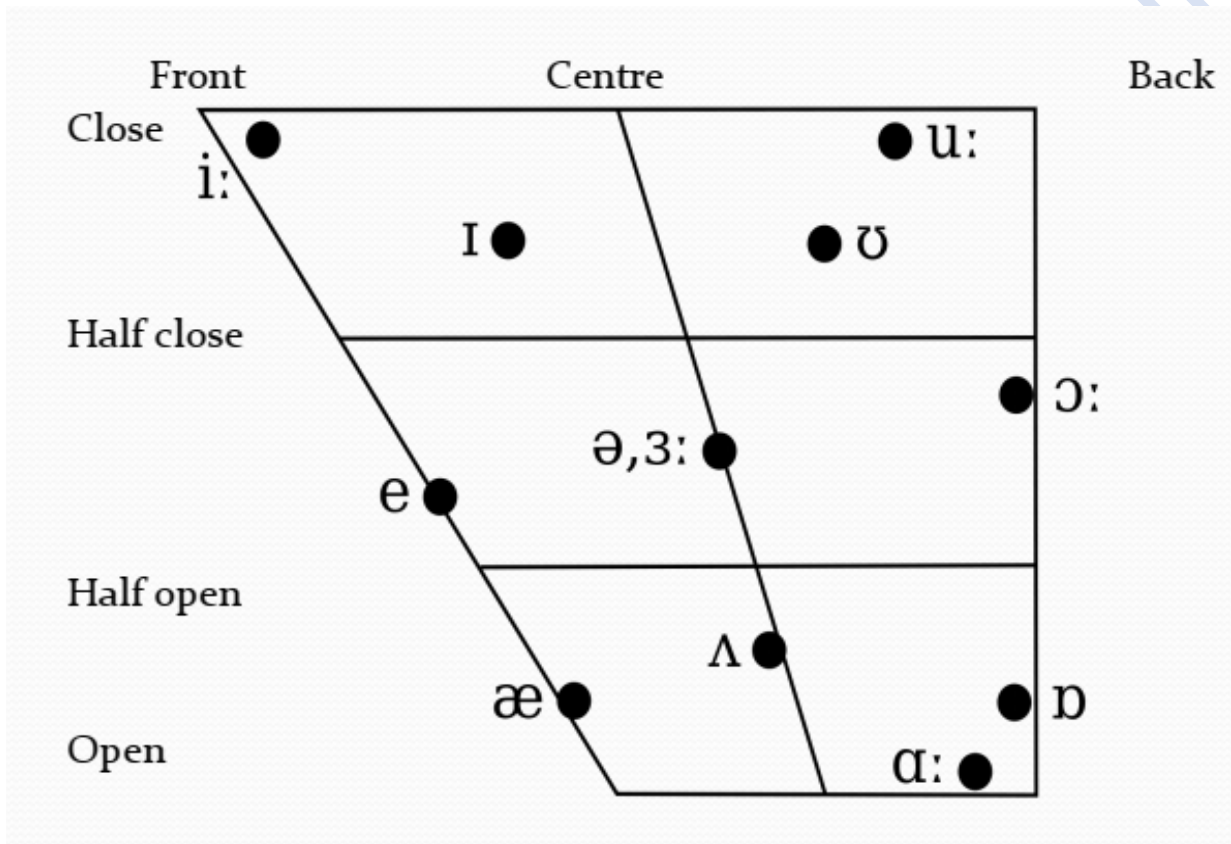
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Classification of Vowel Sounds:

Vowels are classified into simple vowels, diphthongs and triphthongs (Vowel Sequence).

A. Simple Vowels are single vowel sounds, which are also called pure vowels because in their production they remain constant and do not glide to other vowels. Simple vowels are subdivided into long vowel sounds and **short** vowel sounds. **Long** vowels are marked by two dots (:), and they are longer than short vowels in production.

The chart below illustrates the position of the tongue and shape of the lips when producing each vowel sound.



Description of English Long Vowels Sounds:

1. The portion of the tongue that is involved in the articulation: **front**, **central** or **back**.
2. The tongue's position related to the palate: **high**, **mid** or **low**.
3. The shape of the lips: **rounded** or **unrounded** (spread).
4. The length or duration of vocalization: **long** or **short**.

1. /i:/ It is long, close, front, unrounded vowel sound.

It is spelt in the following letters:

ee beef /bi:f/

e she /ʃi:/

ea eat /i:t/

ie field /fi:ld/

ei receive /ri'si:v/

ey key /ki:/

i machine /mə'ʃi:n/

so, it can occur in initial, medial and final positions of words.

2. /ɑ:/ it is a long, open, back, unrounded vowel sound.

a art /ɑ:t/

ar lark /lɑ:k/

ear hear /hɑ:t/

3. /ɔ:/ it is a long, between half-open and half-close positions, back, and rounded vowel sound.

Cord /kɔ:d/, ward /wɔ:d/, saw /sɔ:/, /'dɔ:tə(r)/, wall /wɔ:l/, bought /bɔ:t/, horse /hɔ:s/

4. /u:/ it is a long, close, back, rounded vowel sound.

Moon /mu:n/, move /mu:v/, group /gru:p/, blue /blu:/

- 5. /ɜ:/ it is long sound between half-close and half-open positions, central, unrounded vowel sound.**

Purse /pɜ:s/, firm /fɜ:m/, lurk /lɜ:k/, word /wɜ:d/

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Description of English Short Vowels:

- 1. /ɪ/ it is a short, above the half-close position, front, unrounded vowel sound.**

It can be represented in the following letters:

i bid /bɪd/

y city /'sɪti/

e pretty /'prɪti/

- 2. /e/ it is a short, between half-close and half-open positions, front and unrounded vowel sound.**

It can be represented in the following letters:

e bed /bed/

ea head /hed/

a any /'eni/

It occurs in initial and medial positions only.

3. /æ/ it is a short, a little above the open position, front and unrounded vowel sound.

Bad /bæd/, lack /læk/, tan /tæn/, act /ækt/, apple /'æpl/.

This sound occurs in initial and medial positions of words as shown in the above words.

4. /ɒ/ it is a short, open, back and rounded vowel sound.

It can be represented in the following letters:

o lock /lɒk/
a want /wɒnt/
ou cough /kɒf/
ow knowledge /'nɒlɪdʒ/
au because /br'kɒz/

Again, this sound occurs in initial and medial positions of words as shown in the above words.

5. /ʊ/ it is a short, above the half-close position, back, rounded vowel sound.

It can be represented in the following letters:

u should /ʃʊd/
o woman /'wʊmən/
oo foot /fʊt/
ou would /wʊd/

The sound /ʊ/ occurs only in medial positions.

position, central, unrounded -6. /ʌ/ it is a short, a little below the half open vowel sound.

u cut /kʌt/

o son /sʌn/

ou young /jʌŋ/

oo blood /blʌd/

oe does /dʌz/

It occurs only in initial and medial positions.

7. /ə/ it is a short, between half-close and half-open positions, central, unrounded vowel sound.

This is the shortest and weakest vowel among the pure English vowel sounds. It occurs in different positions as there are many letters from which this sound is produced.

B. Diphthongs are two vowel sounds combined together to form a new vowel sound within one syllable. Simply, a diphthong is a glide from one vowel to another, and the whole glide acts like one of the long or simple vowels. The diphthongs of English are divided into three groups:

- those which end in /ʊ/ as in /əʊ/ , /aʊ/
- those which end in /ɪ/ as in /aɪ/ , /eɪ/ /ɔɪ/
- those which end in /ə/ as in /eə/ , /ɪə/ , /ʊə/

Description of English Diphthongs:

1. /əʊ/ it is a closing diphthong that begins at a back position between half-close and open positions and moves towards /ʊ/.

both /bəʊθ/, so /səʊ/, boat /bəʊt/, low /ləʊ/, snow /snəʊ/ etc.

2. /aʊ/ it is a closing diphthong that begins at a point between the half-open and open back and central positions, and then moves towards /ʊ/.

Now /naʊ/, loud /laʊd/, found /faʊnd/, town /taʊn/, etc.

3. /eɪ/ it is a closing diphthong that begins at a point below the half-close front position and then moves towards /ɪ/.

Late /leɪt/, paper /'peɪpə(r)/, rake /reɪk/, play /pleɪ/, etc.

4. /aɪ/ it is a closing diphthong that begins at a point slightly behind the front open position and then moves in the direction of /ɪ/.

White /waɪt/, rice /raɪs/, like /laɪk/, etc.

5. /ɔɪ/ it is a closing diphthong that begins at a point between back half-open and open positions and moves towards /ɪ/.

Boy /bɔɪ/, oil /ɔɪl/, voice /vɔɪs/, annoy /ə'nɔɪ/, joint /dʒɔɪnt/, etc.

6. /ɪə/ it is a centering diphthong that begins at a centralized front half-close position and moves towards /ə/ which is more open.

Fear /fɪə(r)/, beard /bɪəd/, fierce /fɪəs/, etc.

7. /eə/ it is a centering diphthong that begins at a point in the half-close front position and moves in the direction of /ə/.

bare /beə(r)/, air /eə(r)/, hair /heə(r)/, rarely /'reəli/, etc.

8. /ʊə/ it is a centering diphthong that begins at a centralized front half-close position and then moves in the direction of /ə/.

Poor /pʊə(r)/, surely /'ʃʊəli/, furious /'fjʊəriəs/, etc.

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C. Vowel sequences (Triphthongs).

Vowel Sequence or Triphthong is a combination or sequence of three vowel sounds. The triphthongs include the following types:

1. aɪ + ə → aɪə

Tyre /'taɪə(r)/, trial /'traɪəl/, quiet /'kwaɪət/, buyer /'baɪə(r)/, flyer /'flaɪə(r)/

2. aʊ + ə → aʊə

Tower /'taʊə(r)/, powerful /'paʊəfl/, flower /'flaʊə(r)/, bower /'baʊə(r)/, ours /'aʊəz/, coward /'kaʊəd/

3. ei + ə → eiə

Player /'pleɪə(r)/, greyer /greɪə/, betrayal /bɪ'treɪəl/, layer /'leɪə(r)/, stayer /'steɪə(r)/

4. əʊ + ə → əʊə

mower /'məʊə(r)/, rower /'rəʊə(r)/, lower /ləʊə(r)/, sower /'səʊə(r)/.

5. /ɔɪ + ə → ɔɪə

Lawyer /'ləɪə(r)/, employer /ɪm'plɔɪə(r)/, royal /'rɔɪəl/, annoyance /ə'nɔɪəns/

6.1. Word groups and Stress

When the speaker talks, he does not use a single word, rather he uses groups of words in a continuous way. The system of speaking is governed by a pause (break), but pausing, which means stopping for a while, is not used during the talk instead it is used after a group of words. These groups are divided into three forms:

1. Long Group consists of a compound or complex sentence.

How did you manage to do it so neatly and tidily?

2. Intermediate Group consists of a simple sentence or phrase.

Come over here a minute.

3. Short Group consists of one word only.

Yes

No

When there are longer elements in an utterance, the speaker must break them up into connected groups as shown in the example below:

**Last Wednesday I wanted to get up to London early so I caught a train
about half an hour before my usual one and I got to work about half past eight**

When one group is very closely connected grammatically to the next, there is a very slight pause, which is marked by the two brackets (). But when two groups are not so closely connected grammatically, there should be a longer pause, which is marked by the brackets (). Also, this double bar (brackets) is used to mark the end of a complete sentence.

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6.2. Stressed and Unstressed Syllables

Definition of Syllable:

A syllable is a unit of speech which is single and has a sound. It may have a vowel sound or one or more consonants surrounding it.

A **stressed syllable** is the part of a word, which is said with greater force and greater emphasis than the other syllables. Conversely, an **unstressed syllable** is a part of a word, which is uttered with less force and emphasis than the stressed syllable. Consider the following example:

I could hardly believe my eyes / aɪ kʊd *hɑːdli bɪ*liːv maɪ *aɪz /

The words hardly, believe, and eyes are stressed. The mark of stress is the asterisk (*) placed over the stressed syllable.

The difference between stressed syllable and unstressed syllables:

1. All words of more than one syllable are stressed.
2. Words of one syllable are generally not stressed if they are purely grammatical words like personal pronouns, (I, me, she, he, they, them, etc.), prepositions (to, at, in, on, etc.), articles (the, a, an). Other words are stressed like lexical verbs (eat, drink, take, love, try, etc.), adjectives such as (good, blue, long, cold, etc.), adverbs like (well, just, quite) and so forth. These are the open-class words that give full meanings and provide us with basic information.

3. Syllables which are not stressed often contain the vowel / ə/ because this vowel occurs in unstressed syllables, and it does not occur in stressed syllables. For instance, the word (verb) ‘contain’ has two syllables: /kən*tem/, the first one is unstressed because it has the vowel / ə/, whereas the second one is stressed. On the other hand, the word (noun) ‘contents’ /*kɒntent/ has two syllables, the first one is stressed because it has the clearer vowel sound /ɒ/.

Word	Transcription	Word	Transcription
Permit (v.)	/pə*mit/	Perfect	/*pɜ:fɪkt/(Adj)
Provide (v.)	/prə*vaid/	Progress	/*prəʊɡres/(n.)
Photograph (n.)	/*fəʊtə*ɡrɑ:f/	Photography	/fə*tɒɡrəfi/(n.)
Prepare (v.)	/prɪ*peə(r)/	Preparation	/*prepə*reɪʃn/(n.)
Combine(v.)	/kəm*bain/	Combination	/*kɒmbɪ*neɪʃn/(n.)
Convent (n.)	/*kɒnvənt/	Invent	/ɪn*vent/(v.)

6.3. Weak Forms of Words

Weak forms are those function (grammatical) words that are used in full sentences. Weak forms consist of articles, auxiliary verbs, pronouns, possessives, prepositions, and conjunctions. The weak forms usually contain the vowel sound /ə/.

Word	Type of Word	Weak Form	Example
and	Conjunction	ən	Black and white /*blæk ən *waɪt/
Had=d	Auxiliary Verb	d (Used after I, he, she, we you, they)	They'd left home /ðeɪ d *left *həʊm/
can	Auxiliary Verb	/kən/	How can I help? /*haʊ kən aɪ *help/
some	Quantifier	/sʌm/	I need some paper. /aɪ *ni:d sʌm *peɪpə/
at	Preposition	/ət/	Come at once. /*kʌm ət *wʌns/
For	Preposition	/fər/ before consonants	Come for tea. /*kʌm fər *ti:/

For	Preposition	fər/ before vowel	Come for a meal. /*kʌm fər ə *mi:l/
to	Preposition	/tə/ before consonants	To stay or to go. /tə *steɪ ɔ: tə *gəʊ/
to	Preposition	/tu:/ before vowels (strong form)	I wanted to ask you. /aɪ *wɒntɪd tu: *ɑ:sk ju:/
a	Article	/ə/ before consonants	/ə *paʊnd ə *deɪ/
an	Article	/ən/ before vowels	/*hæv ən *æpl/
the	Article	/ðə/ Weak Form Before consonant	The picture /ðə *pɪktʃə(r)/
the	Article	/ði:/ Strong Form	The answer /ði: *ɑ:nsə(r)/
he	Pronoun	/hi:/	Did he win? /*dɪd hi: *wɪn? /
him	Pronoun	/ɪm/	Give him to /*gɪv ɪm *tu: /
his	Pronoun	/ɪz/	I like his tie /aɪ *laɪk ɪz *taɪ /
do	Auxiliary	/də/ weak Form	How do they know? /*haʊ də ðeɪ

		Before consonant	*nəʊ ?/
do	Auxiliary	/du:/ strong Form Before vowel	How do I know? /*haʊ du: aɪ *nəʊ ?/
does	Auxiliary	/dəz/	When does the train leave? /*wen dəz ðə *treɪn *li:v ?/
am	Auxiliary	m (after I)	I am tired. /aɪ m *taɪəd /
am	Auxiliary	/əm/ used elsewhere	When am I to be there? /*wen əm aɪ tə *bi: *ðeə ?/
was	Auxiliary	/wəz/	The weather was terrible! /ðə *weðər wəz *terəbl /
have	Auxiliary	V after I, we, you, they,	You've broken it. /ju:v *brəʊkən it/
have	Auxiliary	/əv/ used elsewhere	The men have gone. /ðə *men əv *gɒn/

These function words are weak forms in these contexts, but they also have strong forms when they are used in the following cases:

1. Whenever the word is stressed, it can be strong, such as can I? /*kæn aɪ / do they? /du: ðeɪ/

2. Whenever the word is final in the group, it should be strong, such as you are I don't /aɪ *dəʊnt/.

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6.5. Rhythm Units

Rhythm means that stressed syllables tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not. There is at least one stressed syllable in every word group in English. This stressed syllable sounds stronger and louder than the other unstressed syllables in the word group.

Within the word group there is at least one stressed syllable (// *wen?//, // *su:n *naʊ? *jes).

aɪ *gəʊɪŋ *həʊm tə *deɪ

aɪ *gəʊɪŋ *həʊm fə *krɪsməs

In this way of arrangement any unstressed syllable before the stressed syllable is said very quickly and does not affect the length of syllables before it. Any unstressed syllable after the stress is considered as part of the stress group. However, a unit of this kind, with a stressed syllable as its center and any unstressed syllables which may come before it and after it, is called a rhythm unit. Thus, **ai** ***gəʊɪŋ** is a rhythm unit, and so is ***həʊm** and so is **fə** ***krɪsməs**.

How do you decide what words or syllables go together in a rhythm unit?
The following rules decide whether the words or syllables are rhythm units or not:

1. Any unstressed syllables at the beginning of a word group must go together with the following stress group:

/ai wəz ɪn *lʌndən /

2. If the unstressed syllable(s) is part of the same word as the stress syllable they belong to the same rhythm group:

/*tʃɪ:p**ə** *feəz/

3. If unstressed syllable(s) is closely connected grammatically to the stressed word, although not a part of that word, they belong to the same rhythm unit:

/*gɪv ɪt tə *dʒʌn /

4. If you doubt as to which rhythm unit unstressed syllables belong to, put them after a stress rather than before it. Thus, in *He was older than me*, if you doubt about /ðən/, put it with /əʊldə/ /mi:/:

/hi:wəz *əʊld ðən *mi: /

6.6. Fluency

To pronounce words in a group, the speaker must pay attention to the following cases:

1. The speaker must utter the words in a group fluently without hesitation or gaps between the words and without stumbling. The speaker should divide the sentence into groups, as shown in the example below:

I went home on the Sunday morning train.

2. The speaker must go smoothly and continuously when uttering two words where the first ends with a vowel and the second starts with a vowel, the speaker must glide from one vowel to another without break, e.g.:

He's always asking awkward questions. /hi:z *ɔ:lweɪz *ɑ:skɪŋ *ɔ:kwəd
*kwestʃən/

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6.7. Changing Word Shapes

Alteration

One sound may be altered to another sound due to the effect of the following sound, and in phonetics this process is called fusion or coalescence, as shown in the following cases:

1. /p/ replaces /t/ as in right **p**lace = /raɪ**p** pleɪs/
2. /b/ replaces /d/ as in hard **p**ath /hɑ: **b** pɑ:θ/
3. /m/ replaces /n/ as in ten **m**en /te**m** men/
4. /k/ replaces /t/ before (k or g) as in white **k** coat /waɪ **k** kəʊt/
that girl /ðæ **g** ɡɜ:l/

5. /g/ replaces /d/ as in red **g**ate /re**g** geɪt/

6. /ŋ/ replaces /n/ as in one **c**up /wʌ**ŋ** kʌp/

7. /ʃ/ replaces /s/ (before f or j)

as in nice **s**hoes /naɪ **ʃ**ʃuːz/

as in this **y**ear /ðɪ **ʃ**jiə(r)/

8. /ʒ/ replaces /z/ as in those **s**hops /ðəʊ**ʒ** ʃɒps/

However, these alterations are used in connected speech when the speakers speak quickly. In another kind of alteration, the strong consonant replaces a weak consonant in a compound word: fivepence /ˌfaɪ**f** pens/ and newspaper /ˈnjuː**s**peɪpə(r)/

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Disappearance

It means the omission of sounds in certain contexts. To omit sounds, the following rules must be followed:

1. /-st/ + stop: last time: /la:s taɪm /

a. /-st/ + nasal: best man /**bes** mæn/

b. /-st/ + friction: west side /**wes** saɪd/

2. /-ft/ + stop: lift boy /lɪf** bɔɪ/**

a. /-ft / + nasal: left knee /**lef** ni:/

b. /-ft / + friction: soft snow /**sɒf** snəʊ /

3. /-nd / + nasal: blind man /blaɪn** mæn/**

a. /-nd / + weak stop: tinned beans /tɪ**n** bi:nz/

4. /-md / + nasal: skimmed milk /skɪm** mɪlk/**

a. /-nd / + weak stop: it seemed good /ɪt si:**m** gʊd/

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