

CHAPTER: SIX / WORDS IN COMPANY

What is a Syllable:

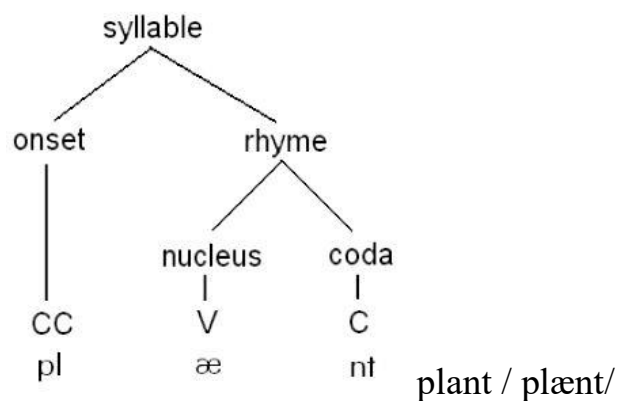
It is a unit consisting of one vowel or syllabic consonant which may be preceded and/or followed by a consonant or consonants. To find the number of syllables in a word, use the following steps:

1. Count the vowels in the word.
2. Subtract any silent vowels, (like the silent e at the end of a word, or the second vowel when two vowels are together in a syllable)
1. Subtract one vowel from every diphthong (diphthongs only count as one vowel sound.)
2. The number of vowels sounds left is the same as the number of syllables.

The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard. For example:

- The word came has 2 vowels, but the e is silent, leaving one vowel sound and one syllable.
- The word outside has 4 vowels, but the e is silent and the /ou/ is a diphthong which counts as only one sound, so this word has only two vowel sounds and therefore, two syllables.

Syllable Structure: The syllable can be structured hierarchically into the following components (Note that C stand for Consonants and V stand for Vowel):-



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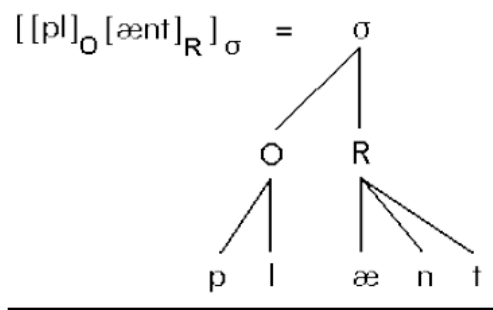
In this example, the English word "plant" consists of a single CCVCC syllable. This syllable has been broken up into its onset (any consonants preceding the vowel) and its rhyme (all phonemes from the vowel to the end of the syllable).

The rhyme has been further divided into the nucleus, which in the vast majority of syllables is a vowel (the exceptions are syllabic consonants) and the coda, which are any consonants following the nucleus. Some other examples:

- **Flounce:** onset = /fl/, rhyme = /aʊns/, nucleus = /aʊ/, coda = /ns/
- **Free:** onset /fr/, rhyme = /i:/, nucleus = /i:/, coda zero
- **Each:** onset zero, rhyme = /i:tʃ/, nucleus = /i:/, coda = /tʃ/

The Rhyme:

The rhyme is the vowel plus any following consonants. 'plant'. Syllable is composed of an Onset = /pl/ and a Rhyme = /ænt/ (the rhyme is obligatory = the head of the syllable).



Stressed and Unstressed Syllables:

The function of stress can help to distinguish the meanings of two words or phrases that otherwise appear to be the same, therefore stress can change the grammatical meaning of the words.

Notes:

- 1) All words of more than one syllable are stressed.
- 2) We can only stress vowels, not consonants.
- 3) One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true

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that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)

4) Words of one syllable are generally not stressed if they are purely grammatical words (I, me, you, etc.), prepositions (to, for, by, etc.), articles (the, a, an, some). However, in other words such as verb, noun, adjective, adverb is stressed.

5) Syllables which are not stressed often contain the vowel /ə/, it occurs in unstressed syllables only.

6) We stress the 1st syllable if the word is an adjective (adj.) or adverb (adv.), and we stress the 2nd syllable if the word is verb (v.) or noun.

Not all syllables are equal; if there's only one syllable in the word then it will be the stress syllable. If there's more than one syllable in the word then there will be one syllable which is stronger, clearer and bolder than the others.

The pronunciation of that syllable is clearer, here are few examples: (Perfect) you can hear that the first syllable /pɜ:/ is clearer and stronger than the second /fɪkt/.

Weak and strong forms of words:

The use of weak form is an essential part of English speech and you must learn to use the weak forms of 35 words if you want your English to sound English. (Refer to the list in the book page 92, 93, 94).

In (It was too expensive for them to buy) the words (too, expensive and buy) are stressed, giving /ɪt wəz *tu: ɪk*spensɪv fə ðəm tə *baɪ/.

Notice the pronunciation of the words (was, for, them and to) all of them have the vowel /ə/. If those words are pronounced alone, they have the pronunciations /wɒz, fɔ:, ðəm and tu:/ but usually they are not pronounced alone and usually they are not stressed, and then the forms with /ə/ are used; we call these the weak forms of those words.

The same 35 words which they have weak forms also have strong forms in the following cases: (P:95)

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1. Whenever the word is stressed.
2. Whenever the word is final in the group. (Exceptions: he, him, his, her, them, us have their weak forms in final position (unless they are stressed of course).
3. Not has its weak form finally when attached to can, have, is, etc.
4. Some of the 35 words are very rarely either strong form (than, a, the) but occasionally they are stressed for reasons of meaning and then they naturally have their strong form.

What is a rhythm unit? (P:99)

Any unstressed syllable before the stressed syllable is said very quickly and does not affect the length of syllables before it. We say them as quickly as we can so that they interfere as little as possible with the regular return of the stressed syllables. Any unstressed syllable after the stress is of course part of the stress group and shares the available time with the other syllables of the stress group. A unit of this kind, with a stressed syllable its center and any unstressed syllables which may come before it and after it, is called a **rhythm unit**.

Ex: I'm going home for Christmas. / aɪm 'gəʊɪŋ 'həʊm fə 'krɪsməs/

So / aɪm 'gəʊɪŋ/ is rhythm unit and so is / 'həʊm/ and so is / fə 'krɪsməs/.

How do you decide what words or syllables go together in rhythm unit?

Here are the rules:

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

Ex: I was in London. / aɪ wəz ɪn 'lʌndən/

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

Ex: cheaper fares, cheaper affairs / 'ʃi:pə 'feəz/, / 'ʃi:pər ə 'feəz/.

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3. If the 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:

Ex: Give it to John. /gɪvɪt tə 'dʒɒn/

4. Whenever you are in doubt as to which rhythm unit unstressed syllables belong to, put them after a stress rather than before it.

Ex. He was older than me /hi: wəz 'əʊldəðən mi:/ , if you are doubtful about / ðən/, put it with /'əʊldə/ and not with /mi:/. /hi: wəz 'əʊldəðən 'mi:/.

Changing words shapes

Some words have weak and strong forms depending on their place in the group and on stress. The shape of a word may also be altered by nearby sounds; normally we pronounce (one) as /wʌn/, but (one more) may be pronounced /wʌm mɔ:/ where the shape of one has changed because of the following /m/ in (more). Also (next) is usually pronounced /nekst/, but in (next month) may be /neks mʌnθ/, where the final /t/ has disappeared.

Alterations

Forms like /wʌm mɔ:/ where one phoneme replaces another mainly affect the alveolar sounds /t, d, n, s, z/ when they are final in the word:

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Before /p, b, m/

/p/ replaces /t/: right place raɪp pleɪs
white bird waɪp bɜ:d

not me nɒp mi:

/b/ replaces /d/: hard path hɑ:b pɑ:θ
good boy gʊb bɔɪ
good morning gʊb mɔ:nɪŋ

/m/ replaces /n/: gone past gɒm pɑ:st
gone back gɒm bæk
ten men tem men

Before /k, g/

/k/ replaces /t/: white coat waɪk kəʊt
that girl ðæk ɡɜ:l

Similarly, the sequences /nt/ and /nd/ may be replaced by /mp/ or /ŋk/ and /mb/ or /ŋg/ in plant pot /plɑ:mp pɒt/, stand back /stæmb bæk/, plant carrots /plɑ: ŋk kærəts/, stand guard /stæŋg ɡa:d/.

Even the sequences /dnt/ /tnd/ may be completely altered in a similar way in couldn't come /kugŋk kam/, couldn't be /kubmp bi:/.

Before /ʃ, j/

/ʃ/ replaces /s/: nice shoes naɪʃ ʃu:z
this year ðɪʃ jɪə

/ʒ/ replaces /z/: those shops ðəʊʒ ʃɒps
where's yours weəʒ jɔ:z

Disappearances

The omission of sounds, as in neks der, most often affect /t/ when it is final in a word after /s/ or /f/ (as in last or left) and the following word begins with a stop, nasal or friction sound.

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/st/ + stop:

last time la:s taɪm fast bus fa:s bʌs

+ nasal:

best man bes mæn first night fɜ:s naɪt

+ friction:

West side wes saɪd best friend bes frend

/ft/ + stop:

lift boy lɪf bɔɪ stuffed chicken stʌftʃɪkɪn

+ nasal:

soft mattress sɒf mætrəs left knee lef ni:

+ friction:

left shoe efʃu: soft snow sɒf snəʊ

The /t/ in /st, ft/ may also disappear when other consonants follow, but this is less common.

Examples are: last lap /la:s læp/, next week /neks wi:k/.

The /d/ in /nd/ or /md/ often disappears if the following word begins with a nasal or weak stop consonant:

/nd/ + nasal: blind man blaɪn mæn

kind nurse kaɪn nɜ:s

+ weak stop: tinned beans tɪn bi:nz

stand guard stæn gɑ:d

/md/ + nasal: skimmed milk skɪm mɪlk

he seemed nice hi: si:m naɪs

+ weak stop: it seemed good ɪt si:m gʊd

he climbed back hi: klaɪm bæk

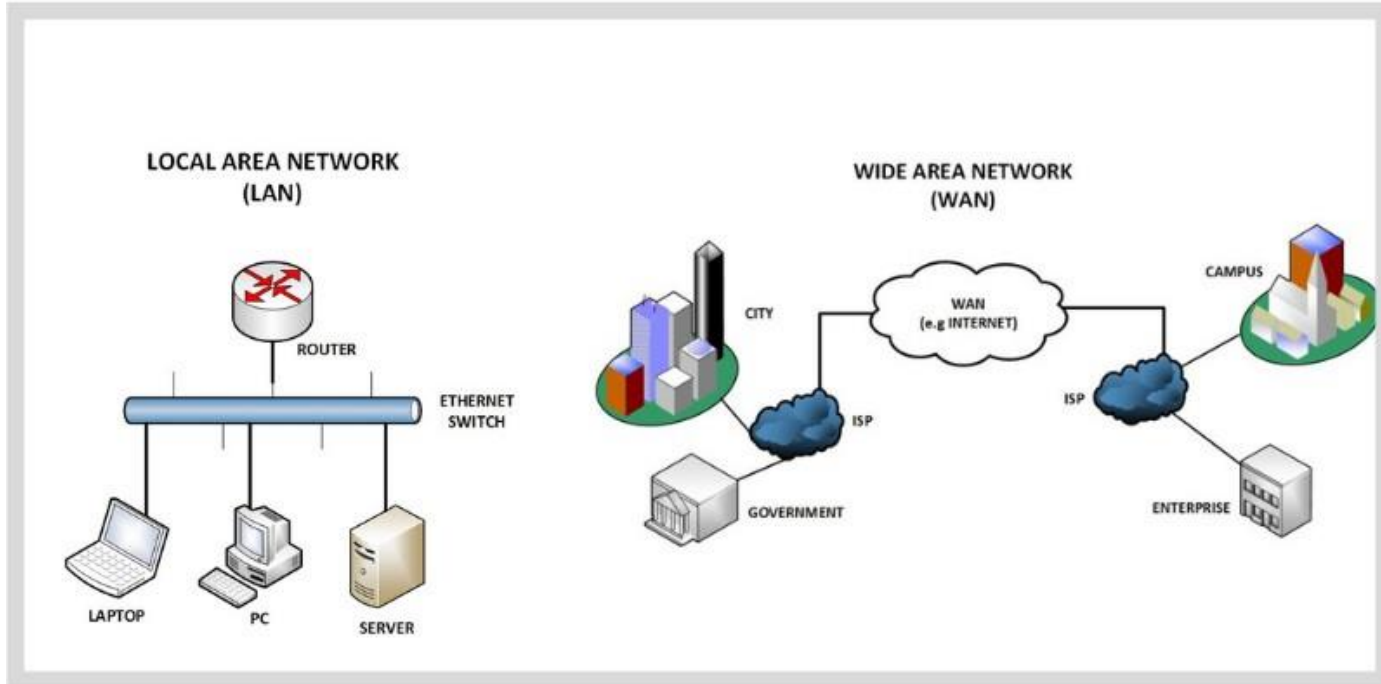
Introduction to Internet



Web, Email, and Cloud Computing

م.م حسين عبدعلي السعدي

1. Introduction to Internet and Web Browsers



- **Computer Networks**

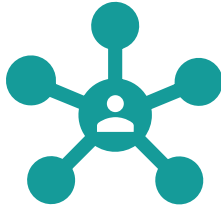
(Basics): A computer network is a group of connected computers/devices that can share data with each other. Networks can be **wired** (using cables) or **wireless** (using Wi-Fi/radio waves).

LAN

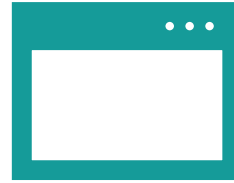
(Local Area Network): A network covering a small area like a home, school, or office. LANs connect devices in a limited range (for example, within one building) at high speeds.

- **WAN (Wide Area Network):**

A network covering a large geographic area (such as cities or countries). WANs connect multiple LANs together –
the **Internet** itself is the largest WAN, connecting computers all over the world.



The Internet: A global “network of networks” that connects millions of computers worldwide. It allows people to communicate and access information from anywhere. When your device is **online**, it means it’s connected to the Internet.



Internet Applications
(Uses): The Internet supports many services that we use every day. For example: browsing the World Wide Web (websites), sending/receiving **email**, chatting on social media, video streaming, online gaming, and shopping/banking online.



Connecting to the Internet: To go online, you typically use an **Internet Service Provider (ISP)**. You can connect via methods like Wi-Fi, Ethernet cable, fiber optics, or cellular networks. Usually this involves a **modem/router** at home or using mobile data on a smartphone. Once connected, you can access internet services through your devices.

Review Questions:

- What does **LAN** stand for, and what does it mean?
- How is a **WAN** different from a LAN?
- What is the **Internet** in simple terms?
- Give one common example of how we use the Internet in daily life.



2. World Wide Web, Web Browsers, Search Engines, URLs, Domain Names, IP Addresses



World Wide Web

(WWW): The Web is a collection of interlinked pages of information accessible via the Internet. These pages are stored on web servers and viewed in a web browser. The Web uses **HTTP/HTTPS** protocols to transmit web pages. (Note: The Web is one part of the Internet, not the same as the Internet itself.)



Web Browsers: A web browser is software used to access and view websites on the World Wide Web. It retrieves web pages from servers and displays them to the user. Examples of popular web browsers include **Google Chrome**, **Mozilla Firefox**, **Safari**, and **Microsoft Edge**. A browser lets you click links, view text/images, watch videos, and navigate between pages.

```

mirror_mod = modifier_ob.
    #set mirror object to mirror
    mirror_mod.mirror_object =
    operation == "MIRROR_X":
        mirror_mod.use_x = True
        mirror_mod.use_y = False
        mirror_mod.use_z = False
    operation == "MIRROR_Y":
        mirror_mod.use_x = False
        mirror_mod.use_y = True
        mirror_mod.use_z = False
    operation == "MIRROR_Z":
        mirror_mod.use_x = False
        mirror_mod.use_y = False
        mirror_mod.use_z = True

    #selection at the end -add
    mirror_ob.select= 1
    modifier_ob.select=1
    context.scene.objects.active
    ("Selected" + str(modifier_ob
    mirror_ob.select = 0
    = bpy.context.selected_object
    data.objects[one.name].select
    print("please select exactly

-- OPERATOR CLASSES -----

types.Operator):
    # X mirror to the selected
    object.mirror_mirror_x"
    mirror X"

context):
    context.active_object is not

```

- **Search Engine:** A website that helps you find information online. You type words (keywords), and it shows matching results. Examples: **Google, Bing, Yahoo**. Search engines scan and organize millions of websites to give quick answers.

URL (Uniform Resource Locator): The **web address** of a page. Example: <https://www.example.com/index.html>. It usually includes:

- The **protocol** (http or https)
- The **domain name** (like example.com)
- The **path** (like /index.html)

Domain Name: The easy-to-remember name of a website. In <https://www.example.com>, the domain is example.com. Instead of numbers, we use names like google.com, youtube.com. Domains end with extensions like .com, .edu, .org, or country codes like .uk, .jp.

IP Address: A set of numbers that identifies each device or website on the Internet. It works like a digital address. Example: 8.8.8.8. When you visit a domain, the **DNS** system converts it into its IP address to connect you to the correct server.



Review Questions:

- What is the **World Wide Web**?
- What software application do you use to view websites (pages on the Web)?
- Give one example of a **search engine**.
- What does the acronym **URL** stand for?
- Why do we use **domain names** instead of directly using IP addresses?

3. Communications and Emails



EMAIL
(ELECTRONIC MAIL): A WAY TO SEND AND RECEIVE MESSAGES OVER THE INTERNET. LIKE DIGITAL LETTERS. IT DOES NOT NEED BOTH PEOPLE ONLINE AT THE SAME TIME.



EMAIL ADDRESS AND ACCOUNT: YOU NEED AN EMAIL ACCOUNT TO SEND/RECEIVE EMAILS. THE ADDRESS LOOKS LIKE NAME@EXAMPLE.COM. SERVICES INCLUDE GMAIL, YAHOO, OUTLOOK. CREATING AN ACCOUNT IS FREE AND NEEDS A USERNAME + PASSWORD.



SENDING AN EMAIL: WRITE THE EMAIL USING A WEBMAIL SERVICE (LIKE GMAIL). TYPE THE RECIPIENT'S ADDRESS IN "TO", ADD A SUBJECT, WRITE YOUR MESSAGE, AND CLICK **SEND**. YOU CAN ALSO **ATTACH FILES** AND USE **CC** OR **BCC**.



Receiving Emails: Emails arrive in your **Inbox**. You can open, reply, forward, delete, or archive them. Unwanted messages go to the **Spam** folder.



Sent Folder: A copy of each sent message is saved here. You can check what you sent and when.



Using Email Well: Use clear subjects, short messages, and attachments when needed. Organize emails with folders or labels.



Document Sharing: Instead of sending file copies, use cloud links (like Google Docs). It lets people work on the same file together in real time.

Review Questions:



What is **email** and how is it similar to sending a letter?



How can you **get an email account** (what do you need to sign up)?



Which folder in your email account stores copies of messages you have sent?



What is an **attachment** in an email?



Why might people use cloud-based tools (like Google Docs) instead of sending a document back and forth by email?

4. Introduction to Cloud Computing and Services

- **Cloud Computing:** Using the Internet to store files and run software instead of using your personal computer only. You can access your data from anywhere.
- **How It Works:** Companies like **Google**, **Microsoft**, and **Amazon** have large servers. You use their services (like file storage or apps) through the Internet. Examples: **Google Drive**, **Dropbox**, **OneDrive**.
- **Cloud Office Suites:** These are online tools for documents, spreadsheets, and presentations. Two main examples:
 - **Microsoft Office 365:** Word, Excel, PowerPoint (online) + OneDrive for storage.



Google Workspace

Google Docs: A cloud-based text editor. You can write and edit documents in your browser. Many users can work on the same file at the same time.

Google Sheets: Like Excel, but online. You can do calculations and tables and share them for teamwork.

Google Drive: A cloud storage service. You can save and open files (like photos, videos, docs) from any device. You can also share links to files.

Google Meet: A video meeting app. It allows people to join from anywhere using the Internet. Similar tools include **Zoom** and **Microsoft Teams**.



Review Questions:



What is **cloud computing**?



Name two **cloud-based office suites**.



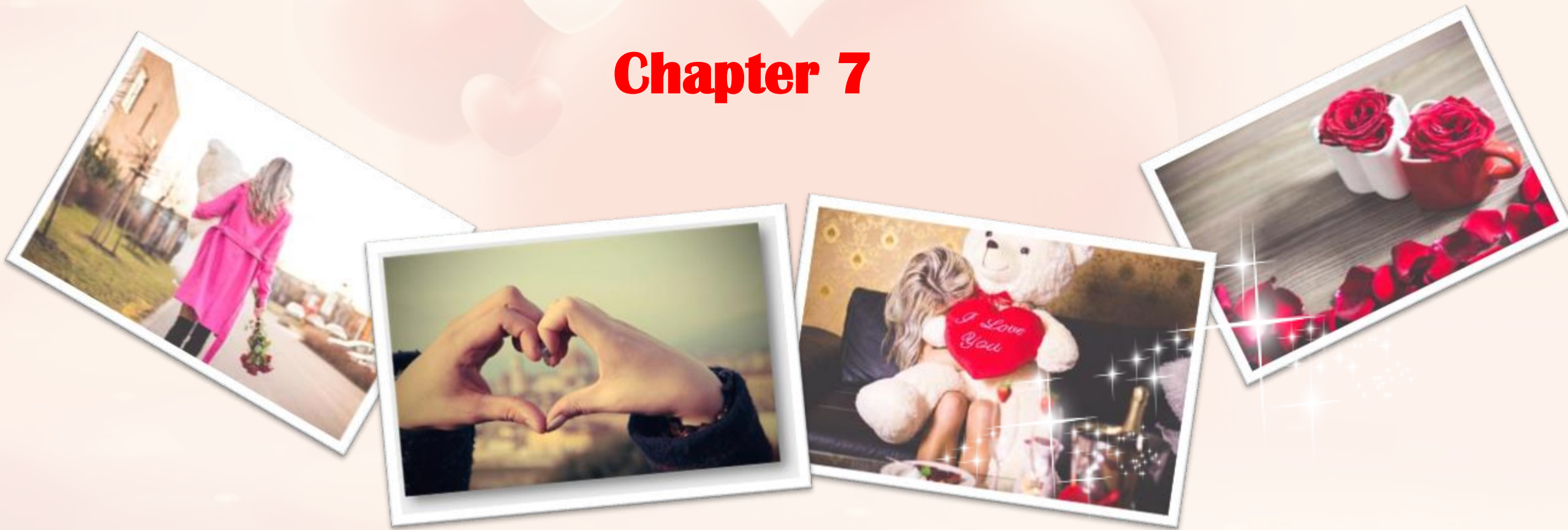
What is the use of **Google Drive**?



Which service allows online **video meetings**?

Intonation

Chapter 7



INTONATION

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we can say it angrily or kindly, we can say it with interest or without interest, and these differences are largely made by the tunes we use: the words do not change their meaning but the tune we use adds something to the words, and what it adds is the speaker's feelings at that moment; this way of using tunes is called *intonation*.

INTONATION



Intonation and **stress** are closely linked. In fact it's impossible to separate them. They go hand in hand.



Intonation is about how we say things, rather than what we say, the way the voice rises and falls when speaking, in other words the music of the language.

EXAMPLE: Thank you

P: 108, 109

It may be said in two ways:

1. In the first the voice starts high and ends low, and this shows real gratitude;
2. In the second the voice starts low and ends high, and this shows a rather casual acknowledgement of something not very important.

A bus conductor will say thank you in this second way when he collects your money and this is quite reasonable since he does not feel great gratitude. But if an English friend invites you to spend weekend at his home and you reply with the second thank you instead of the first your friend will be offended because you don't sound really grateful. You may have made an honest mistake but it is difficult for him to realize that; he will think that you are being impolite.

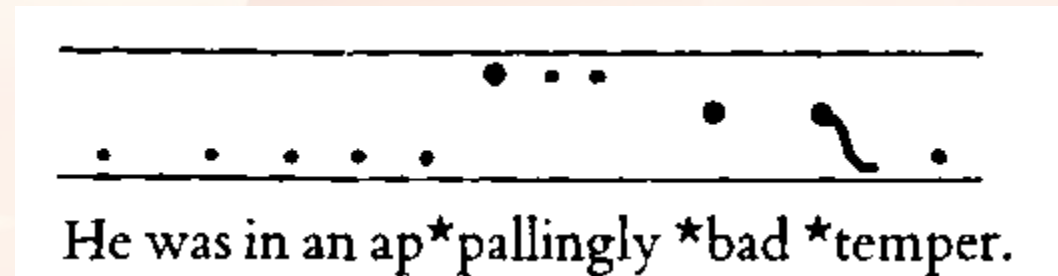
Tune shapes

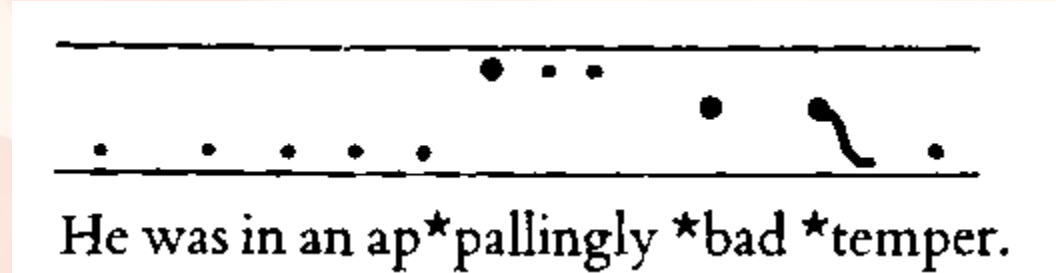
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The shape of a tune is decided partly by of important words in the group.

‘Important words’ are the words which carry most of the meaning in a word group: for example, How was John? “He was suppose in an **appallingly bad temper**”.

The first four words are not specially helpful to the meaning, not important, but the last three words are important; each of them adds quite a lot to the picture you are giving of John. Let's see how it might be said.





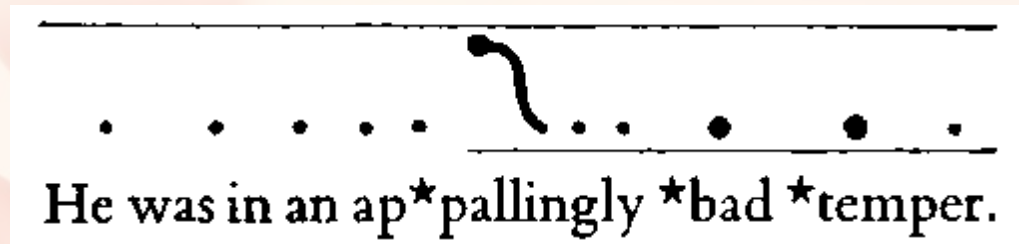
This diagram shows the approximate height of the voice on each syllable: the first five syllables have low pitch; then there is a jump to the stressed syllable of ‘**app**allingly’ and the next two syllables are on the same rather high pitch; then ‘**bad**’ is a little lower and ‘**temper**’ glides down wards from the stressed to the unstressed syllable.

Notice that there are three changes of pitch connected with stressed syllables. This shows that these words are important. An important word always has a stressed syllable and usually has a change of pitch connected to it.

NOTICE



Pitch is the rise and fall of our voice when we speak, sometimes called "highness" or "lowness." We use pitch to gives subtle meaning to sentences.



Both *bad* and *temper* are still stressed, but they are shown to be unimportant because they have no change of pitch.

Important words are not the same as stressed words. Stressed words may not be important, though important words must be stressed. It is not only the normally stressed words, like *appallyingly* and *bad* and *temper* in our example, which may be felt to be important by the speaker; any word may be important if the situation makes it important.

INTONATION

1. The falling tune- the Glide-down
2. The first rising tune- the Glide-up
3. The second rising tune- the Take-off
4. The falling-rising tune- the Dive

1. The falling tune- the Glide-down

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence).

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions)....

1. The falling tune- the Glide-down

P: 111

In the shortest word-groups, where we use just one important word, the falling tune consists of a fall in the voice from a fairly high pitch to a very low one. The fall is on the stressed syllable or from the stressed syllable to a following one:

		
*No	*Two	*Tenpence
		
*Excellent	*Definitely	



NOTICE

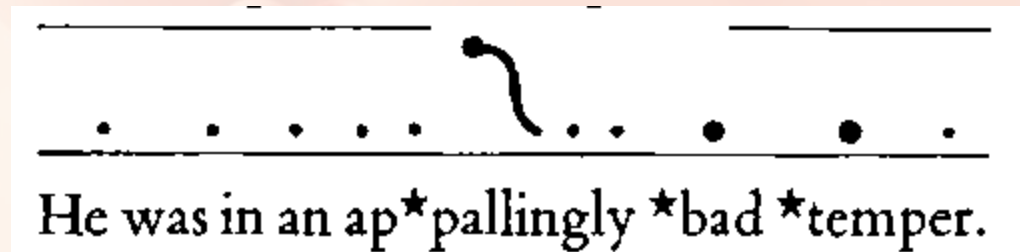
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1. on a single syllable the voice falls within the syllable.
2. more than one syllable the voice either falls within the stressed syllable or it jumps down from that syllable to the next.
3. syllables at the end are all very low.

1. The falling tune- the Glide-down

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If there are other words following the fall they may still have stress:



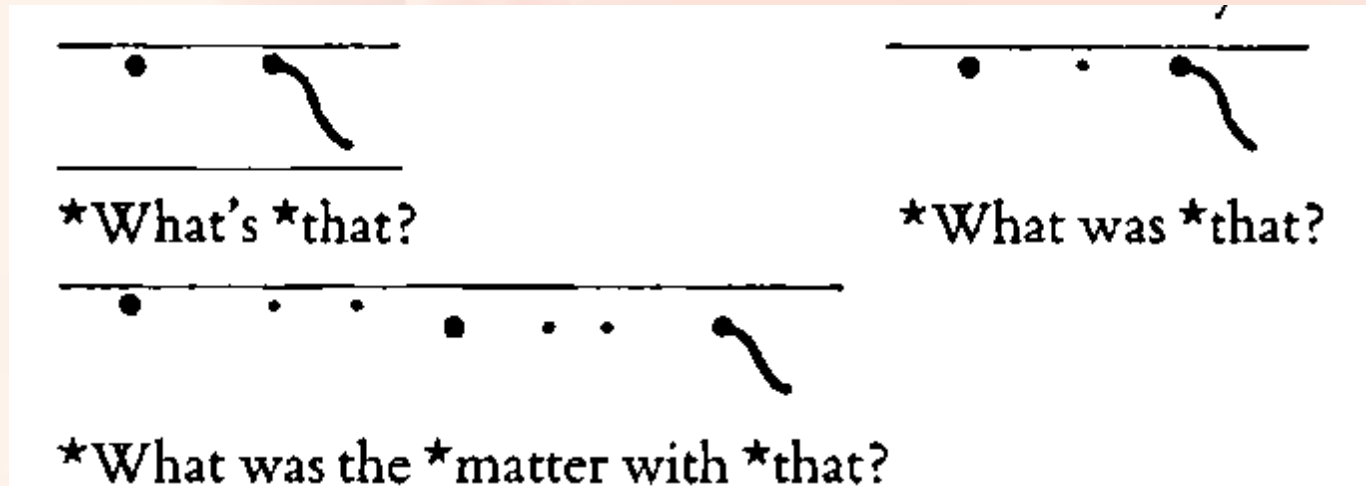
But they are still said on that very low pitch, just like the unstressed syllables.



1. The falling tune- the Glide-down

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When there is more than one important word in the group, the last one has the fall but the others are treated differently:



The image displays three musical notation examples illustrating pitch contours for different sentence structures. Each example consists of a horizontal line with a dot representing a pitch peak and a curved line representing a pitch fall.

- Example 1:** The pitch contour shows a peak on the first syllable of "What's" and a fall on the last syllable of "that?". The text below is **What's *that?*.
- Example 2:** The pitch contour shows a peak on the last syllable of "that?" and a fall on the last syllable of "that?". The text below is **What was *that?*.
- Example 3:** The pitch contour shows a peak on the last syllable of "that?" and a fall on the last syllable of "that?". The text below is **What was the *matter with *that?*.



NOTICE

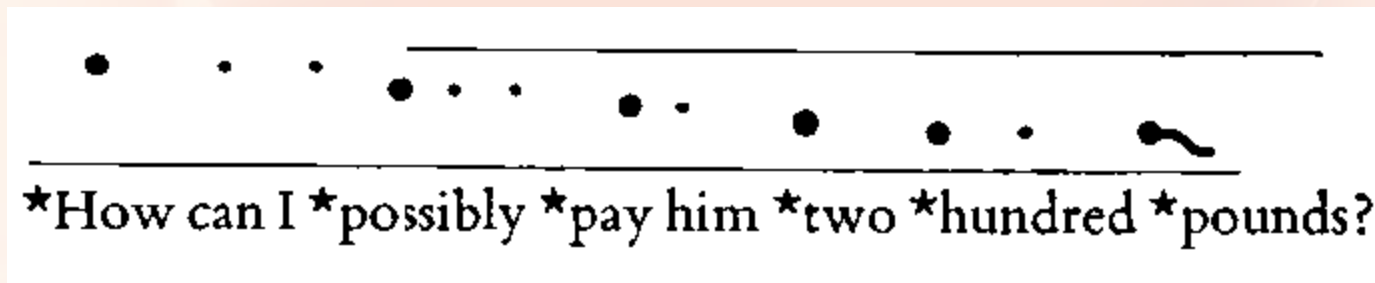
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1. The stressed syllable of the first important word is high and unstressed syllables following it are on the same pitch.
2. The stressed syllable of the second important word is a little lower and any unstressed syllables following it are on the same pitch.
3. The fall starts at the same pitch as the syllable just before it.

1. The falling tune- the Glide-down

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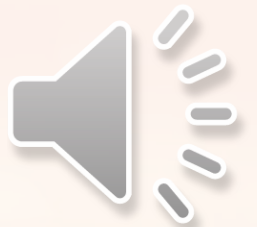
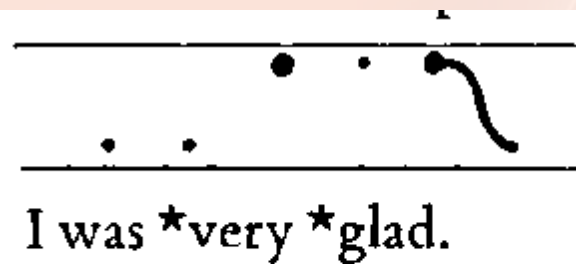
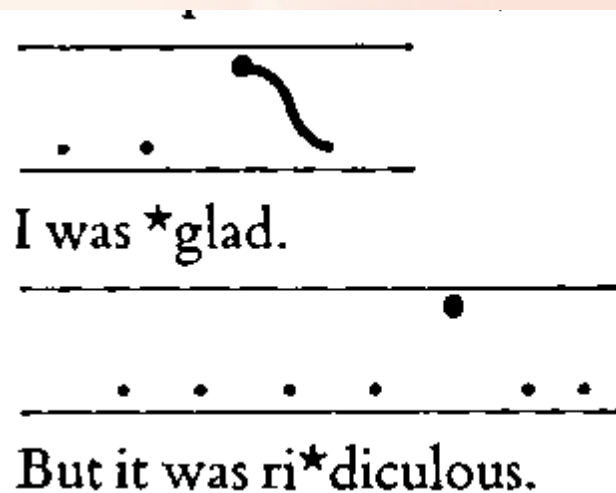
In groups with more than three important words the stressed syllable of each one is lower than the one before; this is why we call the tune the Glide-Down:



1. The falling tune- the Glide-down

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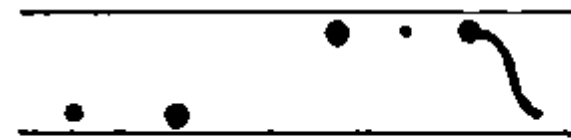
If there are any unstressed syllables before the stressed syllable of the first important word, these are all said on a rather low pitch:



1. The falling tune- the Glide-down

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Also, any stressed syllable near the beginning which belongs to a word which is not important is said on this same rather low pitch:



He *seems *very *nice.



I *taught him *all I *know.



2. The first rising tune- the Glide-up

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.)

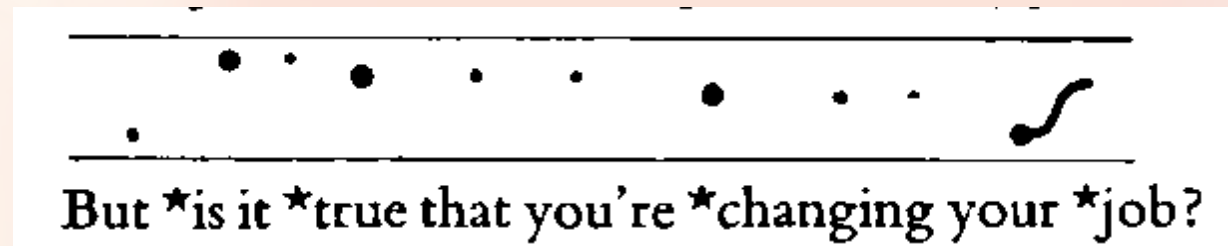
Rising intonation invites the speaker to continue talking.

It is normally used with yes/no questions, and question tags that are real questions.

2. The first rising tune- the Glide-up

P: 114

If there are any unstressed syllables before the stressed syllable of the first important word, these are all said on a rather low pitch:



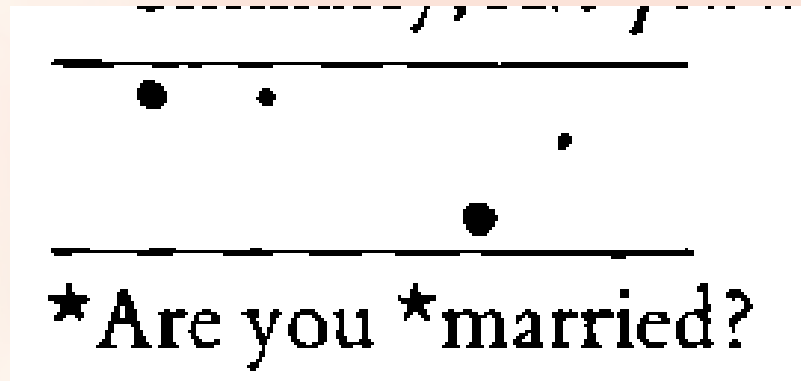
The last important word is job and here the voice rises from a low pitch to one just above the middle of the voice.



2. The first rising tune- the Glide-up

P: 115

Apart from this the tune is the same as in the Glide-Down: the unstressed syllable at the beginning is low, and there is a step at the stressed syllable of each important word.

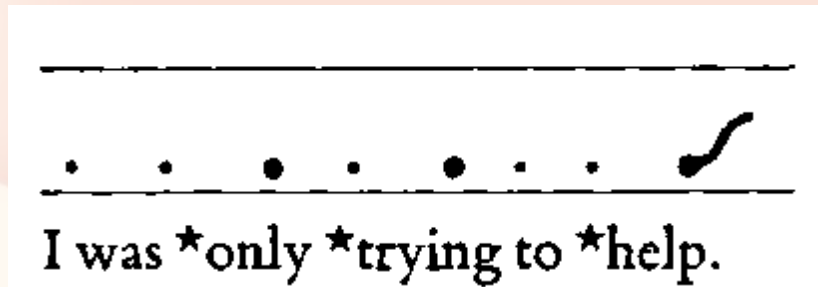


Notice that the stressed syllable of the last important word is low and that the voice jumps up to the unstressed syllable.

3. The second rising tune- the Take-off

P: 116

After the Glide-Down and the Glide-Up we have the Take-Off; this also ends with a rise in the voice, like the Glide-Up, but any words and syllables before the rise are low. An example is:



3. The second rising tune- the Take-off

P: 117

We call it the Take-Off because, like an aeroplane taking off, it starts by running along at a low level and finally rises into the air.

.....
.....
I was *only *trying to *help him with it.



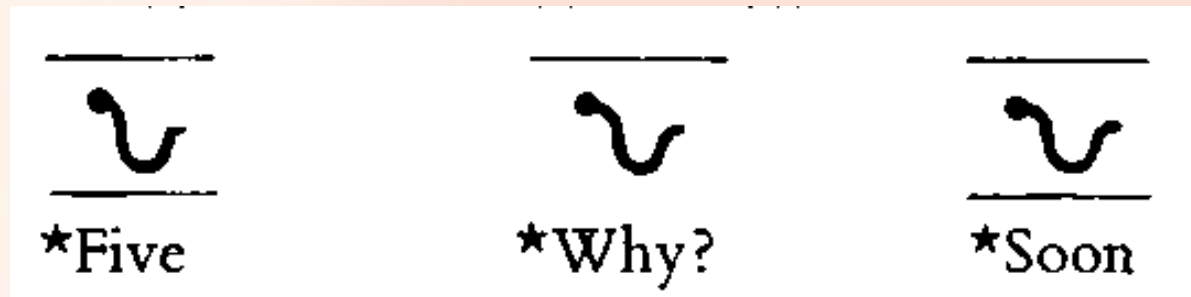
4. The falling-rising tune- the Dive

P: 118

Fall-Rise Intonation (↘↗)

(The voice falls and rises usually within one word.

Example of Dive (one syllable)

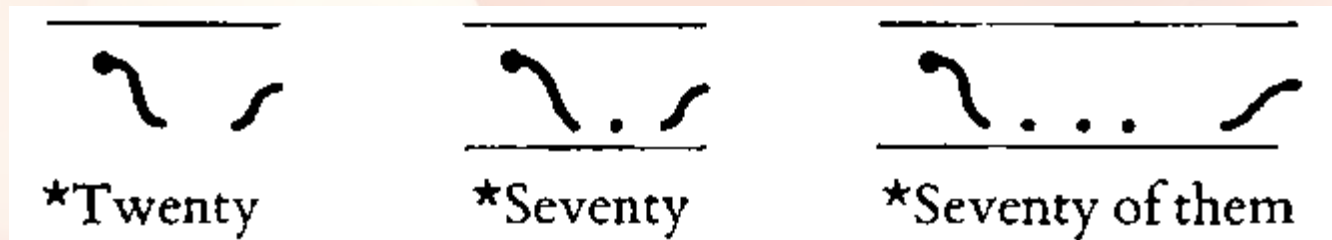


4. The falling-rising tune- the Dive

P: 118

Example of Dive (several syllables)

This fall-rise is connected with the stressed syllable of the last important word, like the fall and the rise of the other tunes. But it is only completed on one syllable if that syllable is final in the group. If there is one or several syllables following, the fall and the rise are separated:



Hanaa Salih

THANK



Chapter two: How the speech organs work in English

Organs of speech أعضاء الكلام

1. Vocal Cords (Folds) الحبال الصوتية
2. Palate الحنك
3. Tongue لسان
4. Larynx الحنجرة
5. Pharynx البلعوم
6. Teeth اسنان
7. Lips شفاه

1. Vocal Cords (Folds) الحبال الصوتية

The larynx contains two small bands of elastic tissue lying opposite each other across the air pass.

Voiced sounds: require a vibration of the vocal cords, which are located in your throat.

Voiceless: Sounds do not have vibration in the vocal cords .

Voiced Consonants (Vocal cords moving)		Voiceless Consonants (Vocal cords not moving)	
/b/	<u>b</u> ack, <u>a</u> bove	/p/	<u>p</u> encil, dr <u>o</u> p
/d/	<u>d</u> ay, nee <u>d</u>	/t/	<u>t</u> wo, wait <u>t</u>
/g/	<u>g</u> old, ru <u>g</u>	/k/	<u>c</u> andy, awa <u>k</u> e
/v/	<u>v</u> ery, gi <u>v</u> e	/f/	<u>f</u> ind, befo <u>r</u> e
/ð/	<u>th</u> e, <u>th</u> is	/θ/	<u>th</u> in, with
/z/	<u>z</u> one, ha <u>s</u>	/s/	<u>s</u> ee, ci <u>t</u> y
/ʒ/	mea <u>s</u> ure, be <u>ig</u> e	/ʃ/	<u>s</u> he, di <u>sh</u>
/dʒ/	jea <u>n</u> s, en <u>j</u> oy	/tʃ/	<u>ch</u> ange, ri <u>ch</u>
/m/	<u>m</u> ake, sa <u>m</u> e		
/n/	<u>n</u> o, tow <u>n</u>		
/ŋ/	si <u>ng</u> , pi <u>nk</u>		
/l/	loo <u>k</u> , be <u>lie</u> ve		
/r/	re <u>d</u> , ca <u>r</u>		

2. Palate

Palate: It forms the roof of the mouth and separates the mouth cavity from the nose cavity.

The palate divided into three parts:

- a) soft palate
- b) alveolar ridge
- c) hard palate

a) soft palate: It is the movable part of the palate which has a hanging part called the uvula. For most of sounds of all languages the soft palate is raised , so that the air is forced to go out through the mouth only.

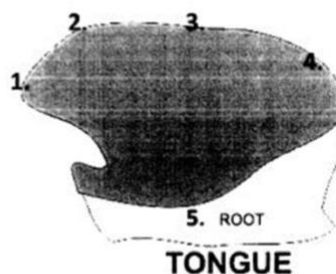
b) alveolar ridge: It is the part of the palate immediately behind the upper front teeth. It is especially important in English because many of the consonants sounds made with tongue touching or close to the alveolar ridge.

c) hard palate: It is the highest part of the palate, between the alveolar ridge and the beginning of the soft palate.

3. Tongue: It is the most important part of the organs of speech, it has the greatest variety of movement, it is divided into four parts: tip, blades, front, back and root.

Parts of the tongue:

- 1. Tip
- 2. Blade
- 3. Front
- 4. Back
- 5. Root



- When the tongue is at rest:

1. **the back** is under the soft palate,
2. **the front** under the hard palate,
3. **the blade** under the alveolar ridge.
4. **The tip** is the part right at the front
5. of the blade.

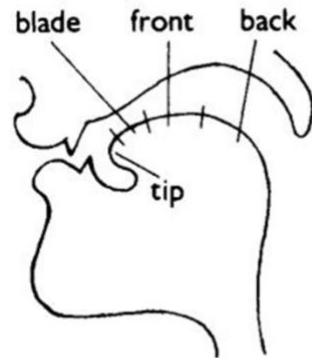
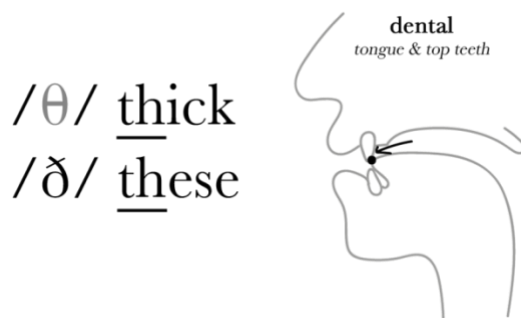


Fig. 6 The parts of the tongue

4. The teeth

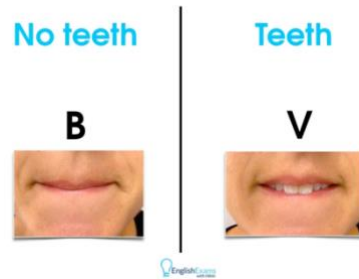
The two upper front teeth are used in English to some extent. Put the tip of your tongue very close to the edge of these teeth and blow: this will produce a sound like the English /θ/ in *thin*; if you turn on the voice during this *th* /θ/-sound you will get a sound like the English /ð/ in *this*.



5. Lips

The lips can take up various different positions:

- They can be brought firmly together as in /p/ or /b/ or /m/ so that they completely block the mouth.
- The lower lip can be drawn inward and slightly upwards to touch the upper front teeth as in the sounds /f/ and /v/.



The organs of speech

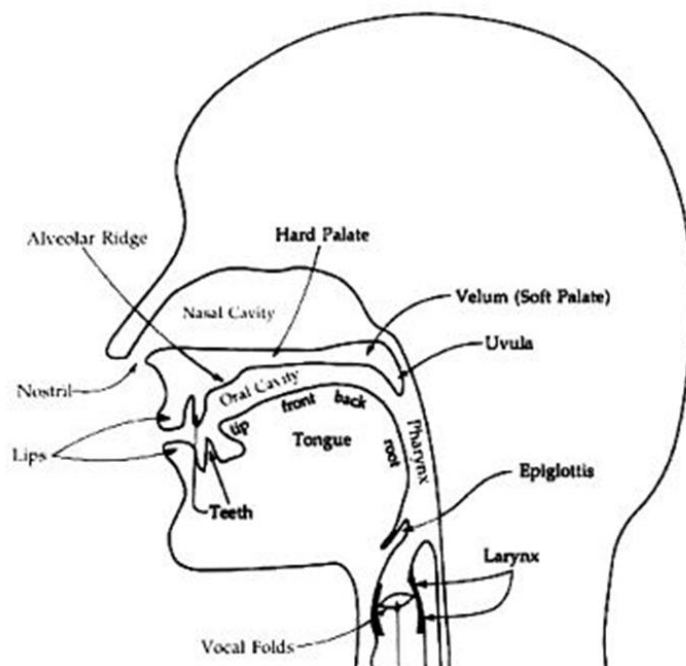
The organs of speech (articulators) are classified into two groups according to their *movement*.

Movable (Active / Non-stationary) organs.

1. Tongue
2. Lips
3. Soft palate (Velum)
4. Vocal folds

Immovable (Passive / Stationary) organs.

5. Teeth
6. Alveolar ridge
7. Hard palate



Chapter 3: The Consonants of English

What is the consonants?

A consonant is that sound in the production of which the air passage is narrowed or completely blocked.

Consonant sounds			
p	b	t	d
tʃ	dʒ	k	g
f	v	θ	ð
s	z	ʃ	ʒ
m	n	ŋ	h
l	r	w	j

Manner of articulation

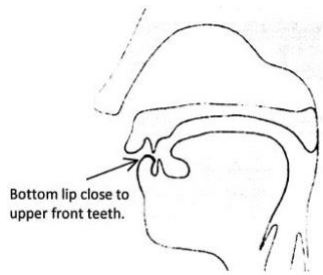
1. Fricatives
2. Stops
3. Affricatives
4. Nasals
5. Laterals
6. Glidings

1. Friction consonants

For all of them, the lungs push air through a narrow opening where it causes friction of various kinds. They are 9 in number.

/f, v - θ, ð - s, z - ʃ, ʒ - h /

Ex: (/f/, /v/) For both /f/and /v/ the speech organs are in the following position.



1. The soft palate is raised so that no air goes through the nose and all of it is forced through the mouth.
2. The bottom lip is very close to the upper front teeth: this forms the narrowing and when the air is pushed through this narrowing, it causes slight friction.
3. The tongue is not directly concerned in making sound like / f/ and / v /, but it does not lie idle. If you want to say "fly" it will take the /l/ position.

Difference between /v/ and /f/ (p:25)

- / f / is a strong consonant, /v/ is a weak one.
- / f / is never voiced, but / v / may be.
- / f / is rather longer than /v/.

So / f / is a strong, voiceless, long consonant, and /v/ is a weak, perhaps voiced, short consonant.

Put your lower lip and upper teeth close together and blow breath between them strongly: continue the sound and listen to the friction it is not very noisy but can be heard quite easily.

Similarity between /v/ and /f/ p:25

1	/f/ is a consonant sound.
	/v/ is a consonant sound.
2	/f/ is a fricative sound.
	/v/ is a fricative sound.

p.27 (ملاحظة مهمة)

When /f /and /v/ occur at the end of words, after a vowel, they have an effect of the length of the vowel. The strong consonant /f/ makes the vowel shorter; the weak consonant /v/ makes the vowel longer.

So, the strong consonants at the end of words shorten the preceding vowel. Weak consonant at the end of words lengthen the preceding vowel.

صفحة 27 Examples

(safe) = /seif/ ► [f] is a strong consonant sound, it occurs at the end of the word (safe). It shortens the preceding vowel sound [ei].

(save) = /seiv/ ► [v] is a weak consonant sound, it occurs at the end of the word (save). It lengthens the preceding vowel sound /ei/. This refers to: the vowel sound [ei] in (safe) is shorter than the vowel sound [ei] in (save).

There are three lengths: P:28

1. Short vowel sounds /i/, /e/, /æ/, /ɒ/, /u/, /ʌ/ before strong consonant sounds. Ex: stif
2. Short vowel sounds before weak consonant sounds, and long vowel sounds before strong consonant sounds
Ex: weif
3. Long vowel sound before weak consonant sounds
Example: seiv

Fricative Consonant Sounds /θ/, /ð/

The detailed physiological processes of the production of /θ/ and /ð/ consonant sounds:

1. The soft palate (the velum) is raised so that all the breath forced to go through the mouth.

- 2. The tip of the tongue is close to the upper front teeth: this is the narrowing where air causes friction.
- 3. The noise made by the friction for /θ/ and /ð/ is not very great, much less than for /s/ and /z/.

In the production of /θ/ and /ð/, the tongue and the upper front teeth cause friction

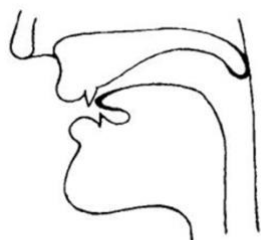


Fig. 13 /θ/ and /ð/

28

Difference between /θ/ and /ð/ P:29

1	/θ/ is a strong consonant sound.	This is the main difference between /θ/ and /ð/.
	/ð/ is a weak consonant sound.	
2	/θ/ is a voiceless consonant sound.	
	/ð/ is a voiced consonant sound.	
3	/θ/ is a long consonant sound.	
	/ð/ is a short consonant sound.	
4	Friction is much more and must always much more for /θ/ than for /ð/.	
	Friction is much less and must always be much less for /ð/ than for /θ/.	

The similarities between /θ/ and /ð/

1-	/θ/ is a consonant sound.
	/ð/ is a consonant sound.
2-	/θ/ is a fricative sound.
	/ð/ is a fricative sound.

Examples: /θ/ and /ð/ p:30

► in initial position

- long strong friction for /θ/
- short weak friction for /ð/

thin = /θin/ then = /ðen/

thief = /θi:f/ these = /ði:z/

► in medial position

- long strong friction for /θ/
- short weak friction for /ð/

author = /ɔ:θə/ other = /ʌðə/

earthy = /ə:θi/ worthy = /wə:ði/

► in final position

- long strong friction for [θ]
- short weak friction for [ð]

tooth = /tu:θ/ smooth = /smu:ð/

both = /bouθ/ clothe = /klouð/

- Some of the most common English words which contain /θ/ are: (death, worth, south, north, month, ..).

- Some of the most common English words which contain /ð/ are: (this, that, these, those, there, they, them. though, than..).

Fricative Consonant Sounds: /s/ , /z/ (p:31)

the production of /s/ and /z/ consonant sounds:

- The soft palate is raised so that all the breath is forced to go through the mouth .
- The tip and blade of the tongue are very close to the alveolar ridge . There is a very considerable narrowing at this point , not near the teeth and not near the hard palate .
- The teeth are very close together.
- The friction for these sounds , especially for /s/, is much greater than /f, v, θ/ and /ð/ .

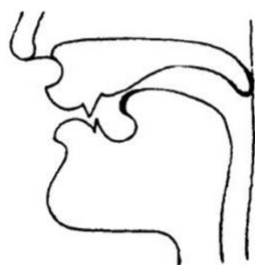


Fig. 14 /s/ and /z/

31

The differences between /s/ and /z/

1-	[s] is a strong consonant sound.	This is the main difference between [s] and [z].
	[z] is a weak consonant sound.	
2-	[s] is a voiceless consonant sound.	
	[z] is a voiced consonant sound.	
3-	[s] is a long consonant sound.	
	[z] is a short consonant sound.	
4-	Friction is much more and must always much more for [s] than for [z].	
	Friction is much less and must always be much less for [z] than for [s].	

The similarities between /s/ and /z/

1	[s] is a consonant sound.
	[z] is a consonant sound.
2	[s] is a fricative sound.
	[z] is a fricative sound.

Examples: /s/ and /z/

► in initial position

- long strong friction for [s]
 - short weak friction for [z]
- said = /sed/ zone = /zoun/
seal = /si:l/ zoo = /zu:/
sort = /so:t/ zeal = /zi:l/

► in medial position

- long strong friction for [s]
 - short weak friction for [z]
- looser = /lu:sə/ loser = /lu:zə/
lacy = /leisi/ lazy = /leizi/

► in final position

- long strong friction for [s]
 - short weak friction for [z]
- place = /pleis/ plays = /pleiz/
loose = /lu:s/ lose = /lu:z/
price = /prais/ prize = /praiz/

Fricative Consonant Sounds /ʃ/ and /ʒ/ (p:35)

- the production of [ʃ] and [ʒ] consonant sounds:
1. The soft palate is raised so that all the breath is forced to go through the mouth .

2. There is a narrowing between the tip of the tongue and the back of the alveolar ridge.
3. The front of the tongue is higher than for / s / and / z /
4. The lips are very slightly rounded .

The differences between /ʃ/ and /ʒ/

1	[ʃ] is a strong consonant sound.	This is the main difference between [ʃ] and [ʒ].
	[ʒ] is a weak consonant sound.	
2	[ʃ] is a voiceless consonant sound.	
	[ʒ] is a voiced consonant sound.	
3	[ʃ] is a long consonant sound.	
	[ʒ] is a short consonant sound.	
4	Friction is much more and must always much more for [ʃ] than for [ʒ].	
	Friction is much less and must always be much less for [ʒ] than for [ʃ].	

The similarities between /ʃ/ and /ʒ/ consonant

1	[ʃ] is a consonant sound.
	[ʒ] is a consonant sound.
2	[ʃ] is a fricative sound.
	[ʒ] is a fricative sound.

Examples: /ʃ/ and /ʒ/

► **in initial position**

- long strong friction for /ʃ/
- short weak friction for /ʒ/

/ʒ/ does not occur at the beginning of English words (It does not occur in initial position in English).

(she) = /ʃi:/
(show) = /ʃou/
(ship) = /ʃip/

in medial position

- long strong friction for /ʃ/
- short weak friction for /ʒ/

/ʃ/	/ʒ/
(precious) = /preʃəs/	(treasure) = /treʒə/
(nation) = /neiʃən/	(invasion) = /inveiʒən/
(relation) = /rileiʃən/	(decision) = /disiʒən/

► in final position

- long strong friction for [ʃ]
- short weak friction for [ʒ]

[ʃ]	[ʒ]
(finish) = /finiʃ/	(rouge) = /ru:ʒ/
(leash) = /li:ʃ/	(beige) = /beiʒ/
(crash) = /kraʃ/	(garage) = /gara:ʒ/

2. Stops consonants

In stop consonants, the breath is completely stopped at some point in the mouth, by the lips or tongue-tip or tongue-back, then released with a slight explosion. They are 6 in number:

Note

Lips: /p, b/

Tongue-tip: /t, d/

Tongue-back: /k, g/

Stop consonants: /b/, /p/

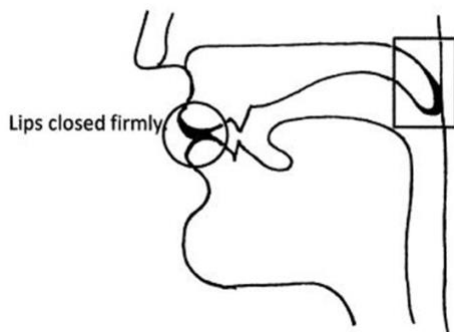
1.

The lips are closed firmly and the soft palate is raised- so that the breath cannot get out of either the nose or the mouth but is trapped for a short time.

2. When the lips are opened suddenly, the breath rushes out with a slight explosion or popping noise.

3. Before the lips are opened, the rest of the mouth takes up the position for the following sound, a vowel position if a vowel follows, as in pool, or a consonant position if a consonant follows, as in play.

- **Place of articulation:** bilabial
- **Manner of articulation:** plosive



39 (ملاحظة مهمة)

Position /p/ is a strong sound, like /f/ and /θ/ and /s/ and /ʃ/ but it has a special feature which these do not have:

- it causes the following sound to lose some of the voicing which it would otherwise have. Ex: in pool /pu:l/ the first part of the vowel /u:/ has no voice it consists of breath flowing through the mouth which is in position for /u:/. In fact this is what happens for /h/.
- this voiceless period like this: **p^hu:l**, where the **p^h** represents a voiceless kind of /u:/. Try making this voiceless /u:/ by itself; it is rather like what you do when you blow out a light. Now put the /p/ in front of it, still with no voice,

only strong breath. Now put the vowel /u:/ itself after the breath, **p^hu:**. Do this several times and be sure that the period of breath is there before the /u:/ starts.

Difference between /p/ and /b/ (p:40)

1. / p / is a strong consonant, /b/ is a weak one.
2. / p / is voiceless sound, but / b / is voiced sound.
3. / p / is rather longer than /b/.

So / p / is a strong, voiceless, long consonant, and /b/ is a weak, voiced, and short consonant.

It is very important that the period of breath (which is called **aspiration**) should be there each time. It is this aspiration which mainly separates /p/ from /b/.

Now try /p/ with a following consonant, as in /plei/ Keep the lips closed for /p/, and behind them put your tongue in position for /l/ then open the lips and let the breath flow through the /l/ position, with no voice but considerable friction. Do this several times pl. pl, p! still with no voice. Now put the ordinary voiced /l/ after pl pl and then go on to the vowel, plei, Do the same thing with the words prei and pjua, and see that breath flows through the /r/ and /j/ position, giving /r/ and /j/, with friction, before the voiced /r/ and /j/ are heard.

/b/ is a weak stop, and it never has aspiration. The vocal cords may or may not vibrate whilst the lips are still closed

Similarity between /p/ and /b/

1	/b/ is a consonant sound.
	/p/ is a consonant sound.
2	/b/ is a plosive sound.
	/p/ is a plosive sound.

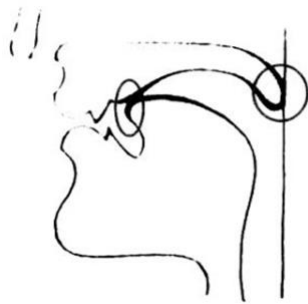
Stop consonants /t/, /d/ p:42

The tip of the tongue (not the blade) is firmly against the middle of the alveolar ridge, not too near the teeth and not near the hard palate.

/t/ is a strong stop consonant and /d/ is a weak one. The position of the organs of speech for these stops is shown in Figure 17, p:42

Place of articulation: alveolar

Manner of articulation: plosive



Tip of tongue firmly against Alveolar Ridge.

The production of /t/ and /d/ consonant sounds:

1. The tip of the tongue (not the blade) is firmly against the middle of the alveolar ridge, not too near the teeth and not near the hard palate.
2. The soft palate is raised, the breath cannot escape through either the nose mouth, but is trapped for a short time.
3. The sides of the tongue are firmly against the sides of the palate, so that the breath cannot pass over the sides of the tongue.
4. When the tongue-tip is lowered suddenly from the teeth ridge the breath rushes out with a slight explosion or popping noise.

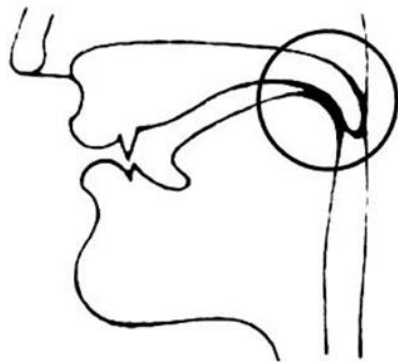
Note: As with /p/, when /t/ occurs between vowels, the aspiration may be weaker or even absent, but it will never do any harm to keep the aspiration in this position too.

Stop consonants /k/, /g/ p:44

- In the production of /k/ and /g/, the back of the tongue contact with the soft palate.
- **Place of articulation:** velar
- **Manner of articulation:** plosive

/k/ is a voiceless, strong and long but /g/ is a voiced, weak and short consonant sound. الفرق

Both sounds are plosive and velar consonant sound. التشابه



Back of the Tongue
firmly against Soft
Palate.

The production of /k/ and /g/ consonant sounds:

1. The back of the tongue is in firm contact with the soft palate, and the soft palate is raised, so that the breath is trapped for a short time.
2. When the tongue is lowered suddenly from the soft palate, the breath rushes out of the mouth with a slight explosion or popping noise.

3. Affricative consonants /tʃ/ and /dʒ/ (p:47)

They're the sounds which are produced like any Stop, at the beginning and any Fricative, at the end. First, the air stops at some point in the oral cavity, and then released with friction.

- **Place of articulation:** Palato-Alveolar
- **Manner of articulation:** Affricate



The production of [tʃ] and [dʒ] consonant sounds:

1. The tongue-tip touches the back part of the alveolar ridge and the soft palate is raised so that the breath is trapped for a short time.
2. The rest of the mouth is in the /ʃ, ʒ/ position.
3. The tongue-tip moves away from the alveolar ridge a little way, and then the whole tongue is in the /ʃ, ʒ/ position, so that a short period of this friction is heard. The friction for /tʃ/ and /dʒ/ is not so long as for /ʃ/ and /ʒ/ alone.

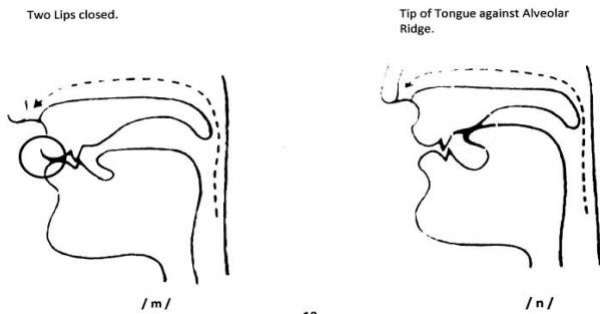
The differences between /tʃ/ and /dʒ/

1	/tʃ/ is a strong consonant sound.
	/dʒ/ is a weak consonant sound.
2	/tʃ/ is a voiceless consonant sound.
	/dʒ/ is a voiced consonant sound.
3	/tʃ/ is a long consonant sound.
	/dʒ/ is a short consonant sound.

4. Nasal consonants: /m/, /n/, /ŋ/

There are 3 phonemes in English which are represented by nasal consonants, /m/, /n/, /ŋ/. In all nasal consonant the soft palate is lowered and at the same time the mouth passage is blocked at some point, so that all the air is pushed out of the nose.

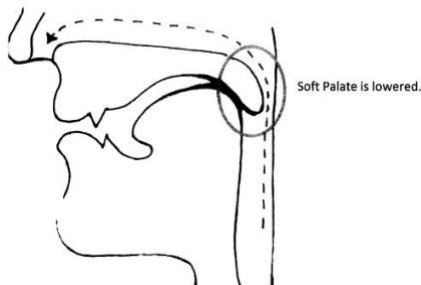
- /m/ Bilabial, Nasal, Voiceless, Strong, Long
- /n/ Alveolar, Nasal, Voiced, Weak, Short.



1. The soft palate is lowered for both / m/ and / n/.
2. For / m/ the mouth is blocked by closing the two lips, for / n/ by pressing the tip of the tongue against the alveolar ridge, and the sides of the tongue against the sides of the palate.
3. Both sounds are voiced in English as they are in other languages, and the voiced air passes out through the nose.

Nasal consonants: /ŋ/

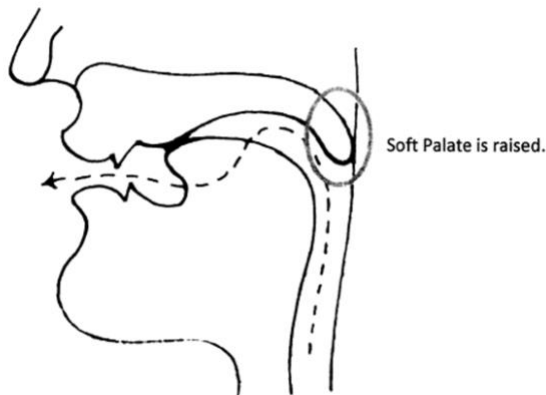
1. The soft palate is lowered and all the air passes out through the nose.
2. The mouth is blocked by the back of the tongue pressed against the soft palate.
3. The sound is voiced (/ŋ/ Velar, Nasal, Voiced, Weak, Short)



5. Lateral consonant sound /l/

/l/ is formed laterally, that is, instead of the breath passing down the center of the mouth, it passes round the sides of an obstruction set up in the center.

- **Place of articulation:** Alveolar
- **Manner of articulation:** Lateral
- /l/ Alveolar, Lateral, Voiced, Weak, Short



1. The soft palate is raised.
2. The tongue-tip are in firm contact with the alveolar ridge, obstructing the center of the mouth.
3. The sides of the remainder of the tongue are not in contact with the sides of the palate, so air can pass between the sides of the tongue and the palate, round the central obstruction formed by the tip and blade of the tongue and so out of the mouth.
4. The sound is voiced and there is no friction, except when it is immediately after /p/ and /k/.

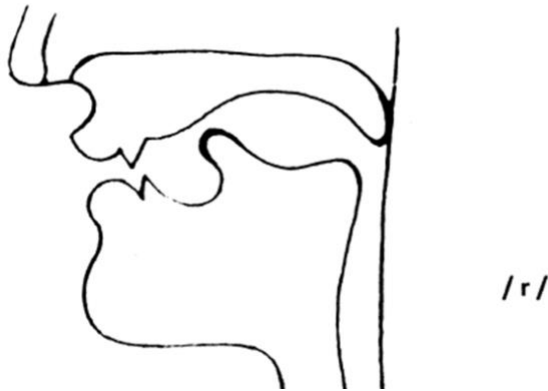
6. Gliding consonants: /w/, /r/, /j/

/j/ : This consonant is a quick glide from the position of the vowel /i:/ or /ɪ/ to any other vowel. P 57 (Palatal, Gliding, Voiced, Weak, Short, Lenis).

/w/ : This consonant consists of a quick glide from the vowel /u:/ or /ʊ/ to whatever vowel follows. P 58 (Bilabial, Gliding, Voiced, Weak, Short, Lenis).

/ r / : This is the third of the gliding consonants, but it does not resemble one of the English vowels like / j / and / w / do. P 60 (Post-Alveolar, Gliding, Voiced, Weak, Short, Lenis).

1. The tongue has a curved shape with the tip pointing towards the hard palate at the back of the alveolar ridge, the front low and the back rather high.
2. The tongue-tip is not close enough to the palate to cause friction.
3. The lips are rather rounded, especially when / r / is at the beginning of words.
4. The soft palate is raised; and voiced air flows quietly between the tongue-tip and the palate with no friction.



The differences between /w/, /r/, /j/

- They are different in the place of articulation: / j / is palatal, /w/ is bilabial and /r/ is post-alveolar consonant sounds.

The similarities between /w/, /r/, /j/

- All are weak, short, and voiced.
- manner of articulation: all are gliding consonant sounds.

Chapter four: Consonant Sequences

Consonant sounds in English: 24



Th /θ/: path /pɑ:θ/

Th /ð/: this /ðɪs/

Ch /tʃ/: choice /tʃɔɪs/

g /dʒ/: cage /keɪdʒ/

g /g/: go /gəʊ/

Sh /ʃ/: shy /ʃaɪ/

/ʒ/: casual /kæʒjuəl/

Ing /ŋ/: playing /mɪsɪŋ/

/j/: young /jʌŋ/

Ph /f/: elephant /elɪfənt/

Initial sequences

At the beginning of English words there may be either two or three consonants in sequence.

1. Sequences of two consonants initially
2. Sequences of three consonants initially

1. Sequences of two consonants initially

These are of two main kinds:

1. /s/ followed by one of /p, t, k, f, m, n, l, w, j/,

EX: spy, stay, sky, small, snow, sleep, swear, suit.

sphere /sfɪə/

2. One of /p, t, k, b, d, g, f, θ, ʃ, v, m, n, h/ followed by one of /l, r, w, j/. Not all of these sequences are found.

EX: /p/ followed by /l, r, j/: play, pray, pure.

/st/ and /sk/ are begun by making a long /s/ and halting it by raising the tongue-tip (for /st/) or tongue-back (for /sk/) to cut off the friction.

Try: stay /steɪ/

star /sta:/

store /stɔ:/

steer /stɪə/

sky /skaɪ/

scar /skɑ:/

score /skɔ:/

scare /skeə/

In /sf/ (which is rare) the long /s/ is ended by the lower lip moving up to the upper teeth for /f/:

- EX: sphere /sfɪə/
- Spherical /sferɪkəl/

In /sm/, the /s/ is continued until the lips meet for /m/, foreexample: smile /smaɪl/, and in /sn, sl/, tongue-tip alveolar ridge. (Those of you who have trouble with /l/ and /r/ must be careful not to pronounce /sri:p/ for /sli:p/ sleep.

In /sw/ the lips become rounded during /s/. EX: sweet /swi:t/

2. One of /p, t, k, b, d, g, f, θ, ʃ, v, m, n, h/ followed by one of /l, r, w, j/. Not all of these sequences are found. EX: /p/ followed by /l, r, j/: play, pray, pure.



- In the second group of sequences, the second consonant is most often formed while the first one is being pronounced. For example, in /**pr**/ or /**pl**/ the tongue is placed in the exact position for /**r**/ or /**l**/ while the lips are still closed for the /**p**/. so that as soon as they are open the /**r**/ or /**l**/ is heard.
- EX: play /**plei**/ , pray /**prei**/

These are /spr, str, skr, spj, stj, skj, spl, skw/ and are a combination of the /sp/ type of sequence and the /pr/type.

The /s/ at the beginning is cut off by the following stop, and during the stop the following fully prepared. Try the following examples very slowly at first; cut off the /s/ by the tongue or lips and, while holding this stop, get the third consonant ready, then release the stop straight into the third consonant:

- EX: spread /spred/
- Straight /streit/
- Screw /skru:/
- Stupid /stju:pid/
- Skewer /skjuə/

Final Sequences (p:67)

Sequences of consonants at the ends of words are more varied than at the beginning mainly because /s/ or /z/ have to be added to most nouns to give their plural forms, as in /kæts/ cats, /dogz/ dogs, /fækts/ facts, /fi:ldz/ fields, etc., and /t/ or /d/ have to be added to most verbs to form their past tense, as in

- /wiʃt/ wished
- /reɪzd/ raised
- /rɪskt/ risked

Stop + stop

- When one stop consonant is immediately followed by another, as in kept /kept/ and act /ækt/, the closure of the speech organs for the second consonant is made whilst the closure for the first consonant is still in position.

In the sequence /pt/ this is what happens: the lips are closed for /p/ and air is compressed as usual by pressure from the lungs; then, with the lips still closed, the tongue-tip is placed on the alveolar ridge ready for /t/, so that there are two closures.

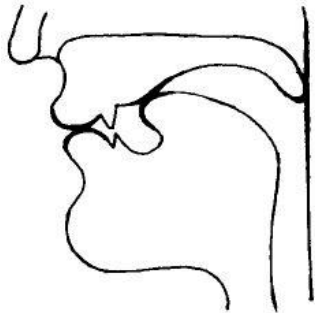


Fig. 25 Double closure in /pt/

Then, the lips are opened, but there is no explosion of air because the tongue closure prevents the compressed air from bursting out of the mouth; finally, the tongue-tip leaves the alveolar ridge and air explodes out of the mouth. So there is only one explosion for the two stops, the first stop is incomplete. (p: 67-68)

When /p/ is followed by /p/, or /t/ by /t/, and so on, there is again only one explosion, but the closure is held for double the usual time. Examples:

- Slip past /slɪp pa:st/
- What time /wɒt taɪm/

When one of the strong/weak pair /p, b/ or /t, d/ or /k, g/ is followed by the other, for example in what day /wɒt deɪ / or big cake /bɪg keɪk/, there is only one explosion, but the closure is held for double the usual time and the strength changes during this time.

Stop + Nasal (nasal explosion)

What happens when a stop consonant is followed by a nasal consonant ?

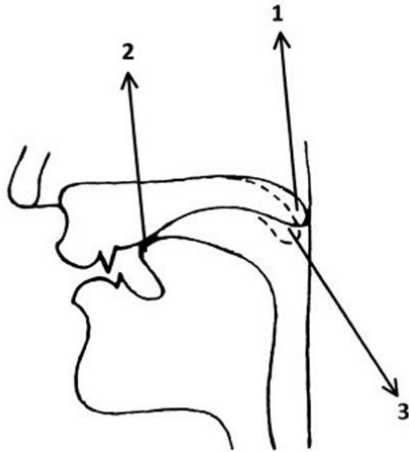
When /t/ or /d/ are followed by a syllabic /n/, as in /'bʌtn/ button and /ga:dŋ/ garden, the explosion of the stop takes place through the nose. This nasal explosion happens in this way:

- A. We form /t/ in the usual way.
 1. The soft palate is raised.

2. The tip of the tongue is raised, so as to be in contact with the alveolar ridge, and the sides of the tongue are in firm contact with the sides of the palate.

B. To form / n/ the tongue must be in contact with the alveolar ridge, so, we keep it raised as it already is; we need not lower it.

3. The soft palate is lowered, and the breath explodes out through the nose and this is called **nasal explosion**. (موضوع جدا مهم)



Nasal explosion also happens when /m/ follows /t/ or /d/: the soft palate is lowered while the tongue-tip is firmly on the alveolar ridge and the lips are then quickly closed for /m/. It is in this case to keep the tongue-tip position until after the breath has exploded through the nose, so you must take care to hold it there. Try the following:

- Atmosphere /æt̪məsfɪə/
- Admire /ədmaɪə/

Lateral explosion

/t/ and /d/ are made with the tongue-tip on the alveolar ridge and the sides of the tongue firmly touching the sides of the palate; /l/ is made with the tongue-tip touching the alveolar ridge, but the sides of the tongue away from the sides of the palate so that the breath passes out laterally. The simplest way to go from /t/ or /d/ to /l/ is to leave the tongue-tip on the alveolar ridge and only lower the sides, and that is what we do. It is called **lateral explosion**. (مهم جدا)

Longer consonants sequences

In phrases one word may begin with one, so that longer sequences such as /ŋkskl/ quite commonly occur, for example in the bank's closed /də bæŋks klauzd/.

- Three consonant
- Four consonant
- Five consonant
- Six consonant
- Seven consonant

Better English Pronunciation

SECOND EDITION

طبعة

جديدة

الاحتراف في علم الصوت

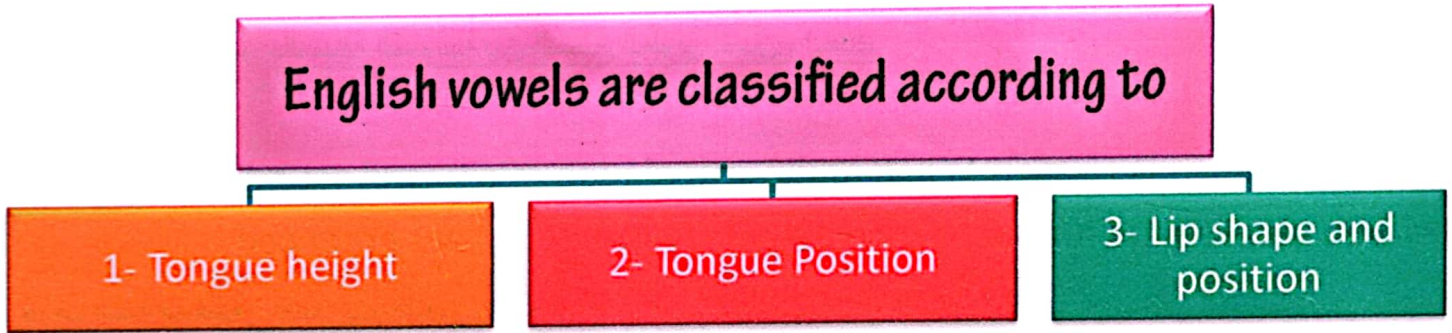
للمرحلة الاولى

شرح مفصل للاصوات مع الترجمة - طريقة دراسة الصوت
اسئلة عن كل جابتر مع الحلول - طريقة السؤال و الجواب

Chapter 5 Vowel Sounds

Vowel Sounds: are sounds (produce/sent /uttered) with no obstruction of air stream in the mouth.

- أصوات العلة: هي الأصوات (المنتجة / المرسلّة / المنطوقة) مع عدم وجود إعاقة لتدفق الهواء في الفم.



English vowels are classified according to:

- 1- Tongue height
- 2- Tongue Position
- 3- Lip shape and position

تصنف حروف العلة الإنجليزية حسب:

- 1- ارتفاع اللسان
- 2- وضع اللسان
- 3- شكل الشفة وموضعها

يعني الفرق من صوت علة لآخر هو الاختلاف في واحده من النقاط اعلاه

ارتفاع اللسان | Tongue height

1. Tongue Height Dimension: The distance between the tongue surface and the palate, they are divided into 3 types: (*Close, Mid, Open*).

أبعاد ارتفاع اللسان: المسافة بين سطح اللسان والحنك، وتنقسم إلى 3 أنواع (مغلق، متوسط، مفتوح).

P.S/ This is concerned with the vertical distance between the upper surface of the tongue and the palate.

ملاحظة/ يتعلق الأمر بالمسافة العمودية بين السطح العلوي للسان والحنك.

A) Close Vowels (high): When in the articulation of a vowel sound the tongue is held up close to the roof of the mouth, (i:, ɪ, u, and ʊ) are produced.

أحرف العلة المغلقة: عندما يتم التعبير عن صوت حرف متحرك، يتم رفع اللسان بالقرب من سقف الفم تنتج

B) Open Vowels (low): When, the tongue is placed in a resting position far away from the roof of the mouth, (æ, ɒ, ʌ and ɑ) are produced

أحرف العلة المفتوحة: على العكس، عندما يتم وضع اللسان في وضع الراحة بعيداً عن سقف الفم، يتم إنتاجهم

C) Mid-Close Vowels (half-high): When the height of the tongue is raised to a point below the close position

أحرف العلة النصف مغلقة: عندما يرتفع ارتفاع اللسان إلى نقطة أدنى من موضع الإغلاق

D) Mid-Open Vowels (half-low): When the height of the tongue is above the open position.

أحرف العلة المتوسطة المفتوحة (نصف منخفضة): عندما يكون ارتفاع اللسان فوق وضع الفتح.

Mid vowels: When the height of the tongue is between these two extremes, (ɛ, ɜ, ə and ɔ) are produced.

حروف العلة الوسطى: عندما يكون ارتفاع اللسان بين هذين الطرفين

Tongue Position | وضع اللسان

2. Tongue Backness: the consideration is on which part of the tongue, between the front and the back, is raised highest.

اللسان الخلفي: الاعتبار هو أي جزء من اللسان، بين الأمام والخلف، مرفوع إلى أعلى.

A. Front Vowel: A vowel articulated with the front part of the tongue raised (I, I, ε and æ)

حرف العلة الأمامي: حرف متحرك يتم التعبير عنه مع رفع الجزء الأمامي من اللسان

B. Back Vowel: a vowel in which the back of the tongue is the highest point (u, U, ʊ and ʊ) is called a

حرف العلة الخلفي: حرف متحرك يكون فيه الجزء الخلفي من اللسان هو أعلى نقطة (u) ، ʊ ، U ، ʊ يسمى

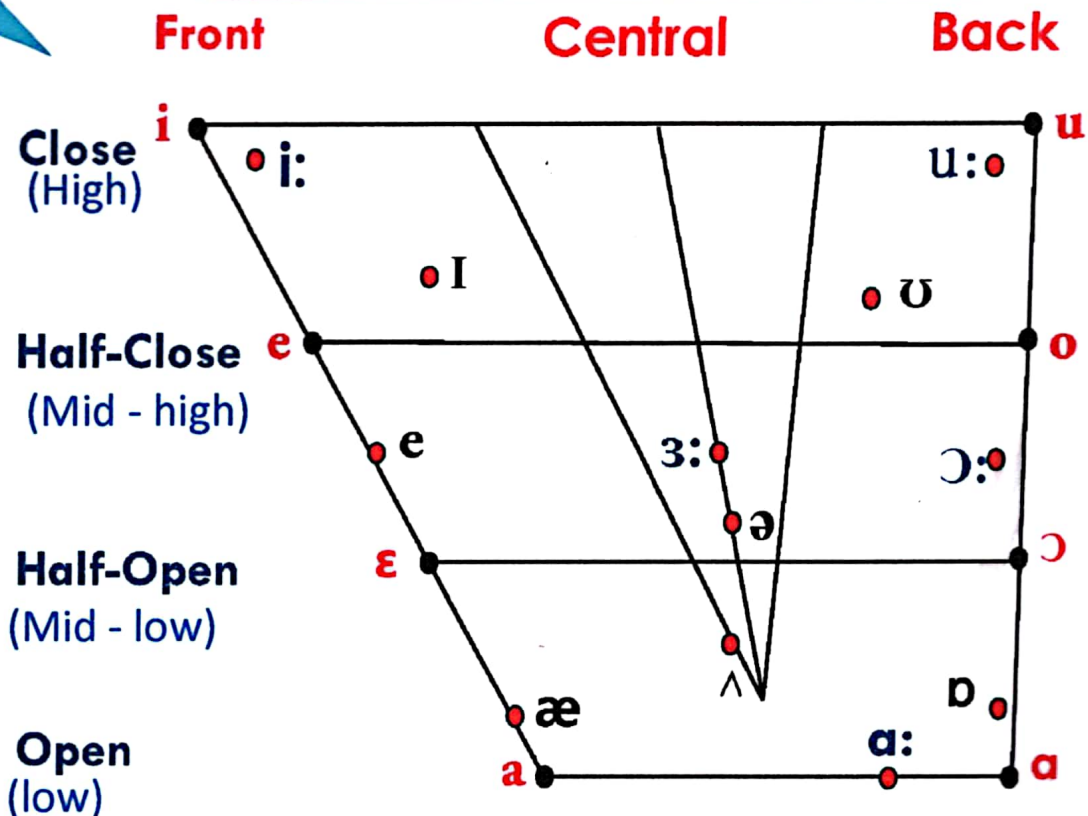
C. Central Vowels: When the tongue-raising is felt half-way between the front and the back of the tongue, (ɜ, ə and ʌ) are produced.

حروف العلة المركزية: عندما يتم الشعور برفع اللسان في منتصف الطريق بين مقدمة اللسان ومؤخرته، يتم إنتاج

حفظ
مهم

Tongue Position | وضع اللسان

ارتفاع اللسان | Tongue Height



شكل الشفة وموضعها | Lip Shape and Position

3. **Lips Rounding:** The shape of the lips during the vowel sounds production, which are as follow:

شكل الشفاه أثناء إخراج اصوات العلة وهي كالتالي:

A) **Rounded** as in /ɒ/ /ʊ/ ɔ:/ /u:/

الشفاه المدورة

B) **Spread** as in /i:/

الشفاه المنفصلة

C) **Neutral** as in /ʌ/ /ə/ /e/

الشفاه المحايدة

الجدول التالي يوضح تقسيم شكل او موقع الشفاه اثناء انتاج حروف العلة و مثال على كل حرف:

شكل الشفة وموضعها | Lip Shape and Position

spread		neutral		rounded	
sound	exam	sound	exam	sound	exam
I	bin /bɪn/	ʌ	but /bʌt/	ɒ	lost /lɒst/
e	pen /pen/	ə	dinner /dɪnə/	ʊ	cook /kʊk/
æ	bat /bæt/	ɜ:	hurt /hɜ:t/	ɔ:	horse /hɔ:s/
i:	feel /fi:l/	ɑ:	heart /hɑ:t/	u:	moon /mu:n/

Spread منفصلة



i

Neutral محايدة



a



u



ɔ

Rounded مدورة



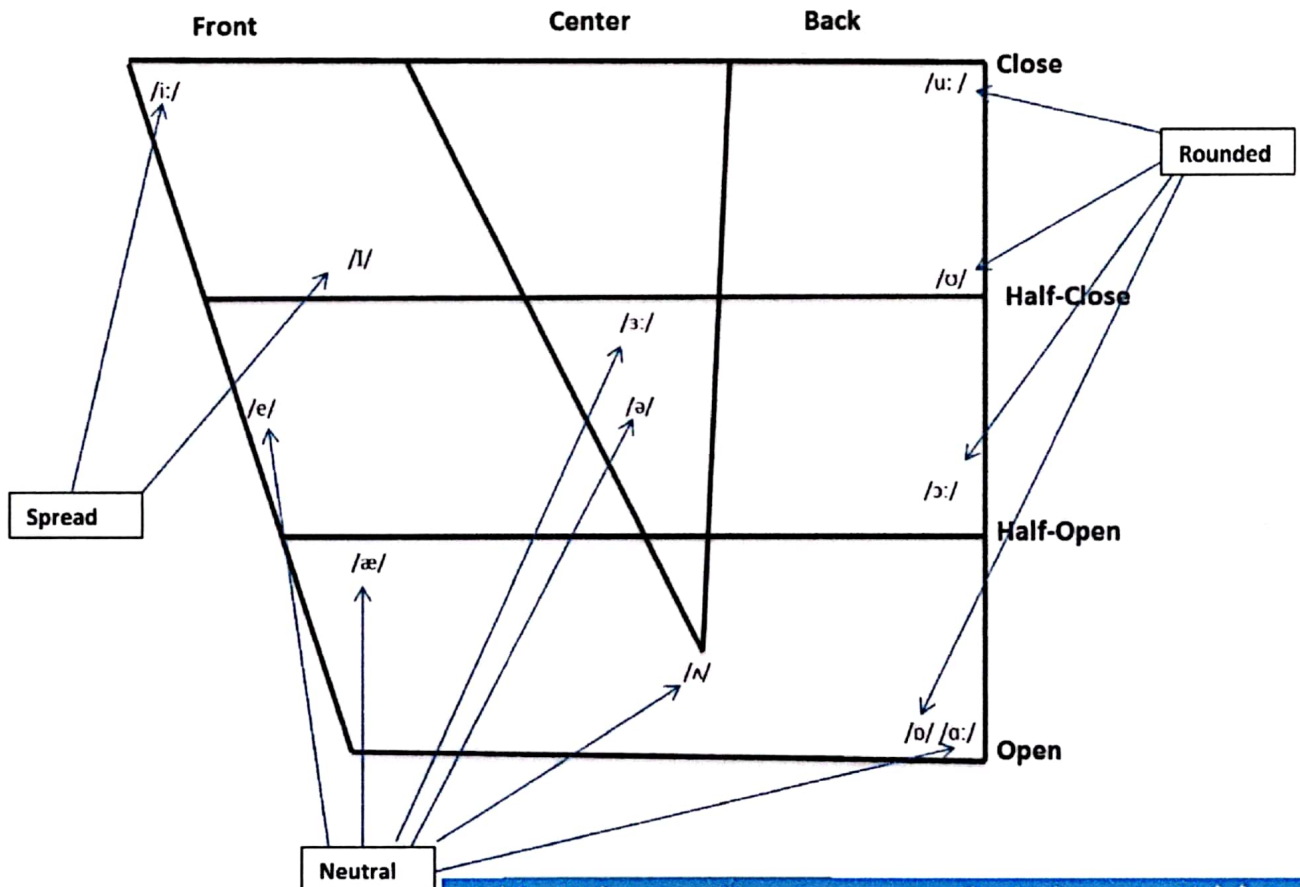
According described above, certain descriptive labels are adopted to distinguish individual vowels as follows:

وفقًا لما تم وصفه أعلاه، تم اعتماد تسميات وصفية معينة للتمييز بين أحرف العلة الفردية على النحو التالي:

ت	الصوت	Tongue Height ارتفاع اللسان	Tongue Position وضع اللسان	Lip Shape شكل الشفاه	Tenseness	مثال
1	/i:/	close (high)	front	Spread	tense	"meet" /mi:t/ "lead" /li:d/.
2	/ɪ/	close (high)	front	Spread	lax	hit /hɪt/ sit /sɪt/
3	/e/	mid-open (low)	front	Spread	lax	ten /ten/ dead /ded/
4	/æ/	open (low)	front	Spread	lax	sad /sæd/ cat /kæt/
5	/ɑ:/	open (low)	back	Neutral	tense	"Card" /kɑ:d/ "Half" /hɑ:f/.
6	/ɒ/	open (low)	back	Rounded	lax	top /tɒp/ cot /kɒt/
7	/ɔ:/	mid-open (low)	back	Rounded	tense	"board" /bɔ:d/ "Horse" /hɔ:s/.
8	/ʊ/	close (high)	back	Rounded	lax	book /bʊk/ put /pʊt/
9	/u:/	close (high)	back	Rounded	tense	"food" /fu:d/ "Soon" /su:n/.
10	/ʌ/	mid-open (low)	back	Neutral	lax	up /ʌp/ cut /kʌt/
11	/ɜ:/	mid-open (low)	central	Neutral	tense	"bird" /bɜ:d/ "Purse" /pɜ:s/.
12	/ə/	mid-open (low)	central	Neutral	lax	letter /letə/ from /frəm/

Cardinal vowels: are a set of reference vowels used by phoneticians in describing the sounds of languages.

أحرف العلة الرئيسية: هي مجموعة من أحرف العلة المرجعية المستخدمة من قبل علماء الأصوات في وصف أصوات اللغات



مخطط لتوضيح شكل اللسان | موضع اللسان | شكل الشفاه

ملاحظات: Notes:

1. Vowels are **voiced** sounds.

1. أصوات معبرة بأحرف العلة.

2. Vowels must be learned by listening and imitating.

2- يجب تعلم الحروف بالاستماع والتقليد.

3. Vowels are divided into simple vowels, Diphthongs and vowel sequences.

3. تنقسم حروف العلة إلى حروف العلة البسيطة ، و Diphthong و vowel Sequences .

4. Simple vowels (pure vowels) contain **long and short vowels**.

4- تحتوي حروف العلة البسيطة (النقية) على أحرف العلة الطويلة والقصيرة.

5. Diphthongs contain two vowels combined such as /ea/

5. Diphthongs تحتوي على اثنين من أحرف العلة مجتمعة مثل / ea /

انواع حروف العلة | Types of the vowels

1) Pure Vowels

2) Diphthong Vowels

3) Triphthong Vowels

1. Pure Vowels

Pure Vowels: Vowels whose quality remains constant from the beginning of its production to the end. It is a simple monophthong and the articulators do not change their position.

أحرف العلة التي تظل جودتها ثابتة من بداية إنتاجها حتى النهاية. إنه أحادي بسيط ولا يغير المفصلون مواقعهم.

They are divided into two types: **Short Vowels** and **Long Vowels**.

وهي مقسمة إلى نوعين: أحرف العلة القصيرة وحروف العلة الطويلة.

◀ Short Vowel ▶

① المجموعة الاولى: وتسمى بأصوات العلة القصيرة و **عددها 7 أصوات** و كما يلي:

1) /æ/	s <u>a</u> d /s <u>æ</u> d/	ca <u>t</u> /k <u>æ</u> t/	tha <u>t</u> /ð <u>æ</u> t/
2) /e/	te <u>n</u> /t <u>e</u> n/	de <u>a</u> d /d <u>e</u> d/	me <u>n</u> /m <u>e</u> n/
3) /ʌ/	u <u>p</u> /ʌ <u>p</u> /	cu <u>t</u> /kʌ <u>t</u> /	so <u>n</u> /sʌ <u>n</u> /
4) /ɪ/	pi <u>ll</u> /pɪ <u>l</u> /	hi <u>t</u> /hɪ <u>t</u> /	si <u>t</u> /sɪ <u>t</u> /
5) /ɒ/	to <u>p</u> /tɒ <u>p</u> /	co <u>t</u> /kɒ <u>t</u> /	bo <u>x</u> /bɒ <u>ks</u> /
6) /ə/	lette <u>r</u> /let <u>ə</u> /	fr <u>o</u> m /fr <u>ə</u> m/	figu <u>r</u> e /'fɪg <u>ə</u> /
7) /ʊ/	bo <u>o</u> k /bʊ <u>k</u> /	co <u>o</u> k /kʊ <u>k</u> /	pu <u>t</u> /pʊ <u>t</u> /

◀ Long Vowel ▶

② المجموعة الثانية: وتسمى بأصوات العلة الطويلة و عددها 5 أصوات وهي كما يلي

- | | | | |
|----------|-------------|---------------|--------------|
| 8) /i:/ | meet /mi:t/ | eat /i:t/ | key /ki:/ |
| 9) /ɑ:/ | hard /hɑ:d/ | start /stɑ:t/ | cart /kɑ:t/ |
| 10) /ɔ:/ | ball /bɔ:l/ | sport /spɔ:t/ | horse /hɔ:s/ |
| 11) /ɜ:/ | bird /bɜ:d/ | word /wɜ:d/ | sir /sɜ:/ |
| 12) /u:/ | you /ju:/ | too /tu:/ | pool /pu:l/ |

Q/ Why there is two dots (:) in long vowels?

س / ما سبب وجود نقطتين (:) في حروف العلة الطويلة؟

The length mark is used not because it is essential but because it helps learners to remember the length difference.

لا يتم استخدام علامة الطول لأنها ضرورية ولكن لأنها تساعد المتعلمين على تذكر فرق الطول

2. Diphthong Vowels

Diphthongs: a smooth glide from one vowel position to another, the whole glide acting like one of the long, simple vowels.

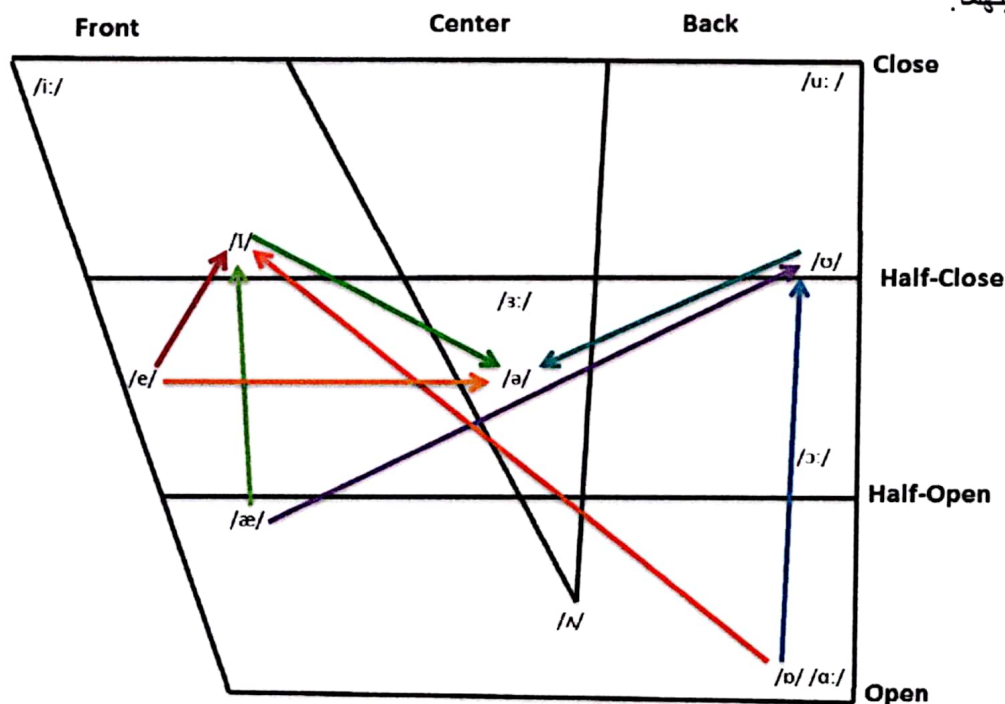
انزلاق سلس من موضع حرف متحرك إلى آخر، حيث يتصرف الانزلاق بأكمله كواحد من أحرف العلة الطويلة والبسيطة.

③ المجموعة الثالثة: وتسمى ب المركبة حيث هي عبارة عن دمج حرفين علة مع بعضهما و عددها 7 أصوات و كما يلي :

- | | | | |
|----------|-------------|--------------|-------------|
| 13) /ɪə/ | near /nɪə/ | here /hɪə/ | ear /ɪə/ |
| 14) /ʊə/ | poor /pʊə/ | doer /dʊə/ | sure /ʃʊə/ |
| 15) /eə/ | wear /weə/ | their /ðeə/ | bare /beə/ |
| 16) /eɪ/ | name /neɪm/ | late /leɪt/ | fail /feɪl/ |
| 17) /aɪ/ | side /saɪd/ | cry /kraɪ/ | my /maɪ/ |
| 18) /ɔɪ/ | boy /bɔɪ/ | voice /voɪs/ | coin /kɔɪn/ |
| 19) /əʊ/ | home /həʊm/ | most /məʊst/ | go /gəʊ/ |
| 20) /aʊ/ | cow /kaʊ/ | house /haʊs/ | out /aʊt/ |

Diphthongs: are simply vowel sounds which consist of a movement or glide from one vowel to another. Although they contain two elements, diphthongs are equivalent in length to the long, pure vowels. The two vowel elements in a diphthong are usually reflected in the symbols used to represent them.

هي ببساطة أصوات متحركة تتكون من حركة أو تنزلق من حرف علة إلى آخر. على الرغم من أنها تحتوي على عنصرين، فإن الإدغام تكافئ في الطول أحرف العلة الطويلة النقية. عادة ما ينعكس عنصرا حرف العلة في diphthong في الرموز المستخدمة لتمثيلهما.



In the above diagram, we notice that the formation of the diphthongs composed of two pure vowels by drawing an arrow from the first to the second vowel, therefore the sounds will be as follow:

في الرسم البياني أعلاه ، نلاحظ أن تشكيل diphthongs يتكون من حرفين متحركين خالصين عن طريق رسم سهم من الحرف الأول إلى الثاني ، وبالتالي ستكون الأصوات على النحو التالي:

1. /æ/ → /ʊ/ = /aʊ/
2. /ɒ/ → /ʊ/ = /oʊ/
3. /e/ → /ɪ/ = /eɪ/
4. /æ/ → /ɪ/ = /aɪ/
5. /ɒ/ → /ɪ/ = /ɔɪ/
6. /ɪ/ → /ə/ = /ɪə/
7. /e/ → /ə/ = /eə/
8. /ʊ/ → /ə/ = /ʊə/

There are **eight diphthongs** in English and they are divided into two groups based on the direction of the glide as follows:

يوجد ثمانية ادغامات في اللغة الإنجليزية وهي مقسمة إلى مجموعتين بناءً على اتجاه الانزلاق على النحو التالي:

1. **Rising Diphthongs** are diphthongs with a first element which is either a mid or low vowel and a high vowel second element. They include

ارتفاع *Diphthongs* هو عبارة عن *diphthongs* مع العنصر الأول الذي يكون إما حرف متحرك متوسط أو منخفض وحرف متحرك ثانوي مرتفع. يشملوا

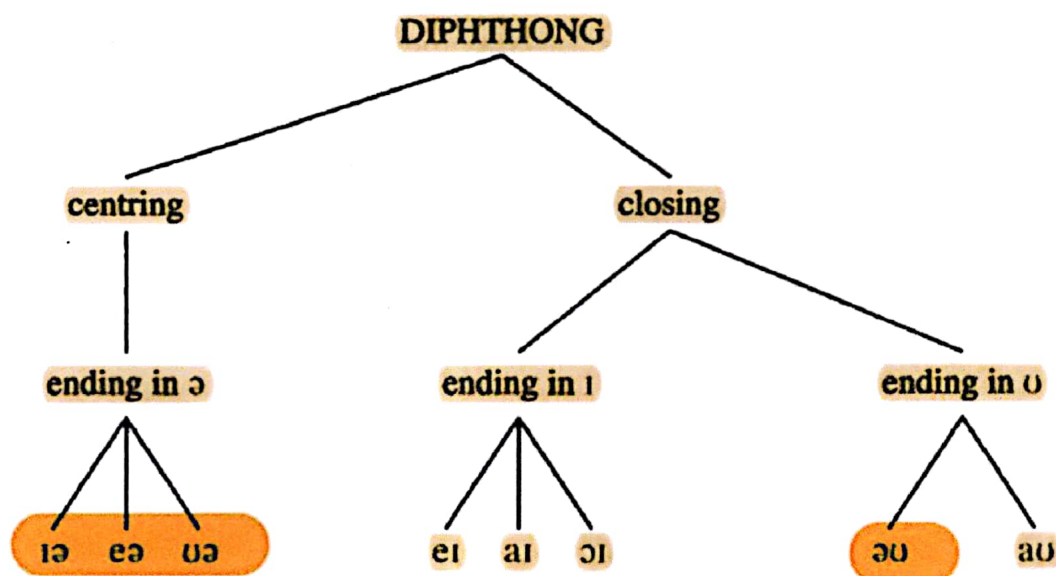
1. /eɪ/ (as in gate , wais t, play, eight, the y and great),
2. /aɪ/ (as in time , pie , fly, type , light, dye and eye),
3. /ɔɪ/ (as boil, boy, joint, joy, oyster, void and voyage),
4. /aʊ/ (as in so, hoe , own, toast, soul, go and pillow) and /əʊ/ (as in house, how, loud, crowd, shout and owl).

2. **Centring Diphthongs:** begin with either a front or back vowel first element and end with the schwa /ə/ which is a central vowel. They include

تبدأ *Diphthongs* المتمركز بالعنصر الأول إما الأمامي أو الخلفي وتنتهي بالحرف /ə/ schwa / وهو حرف متحرك مركزي. يشملوا

/ɪə/ (as in here, cheer, media, idea and museum),

/eə/ (as in care, chair, bear, parent and aerial) and /ʊə/ (as in poor, gourd, endure and during).



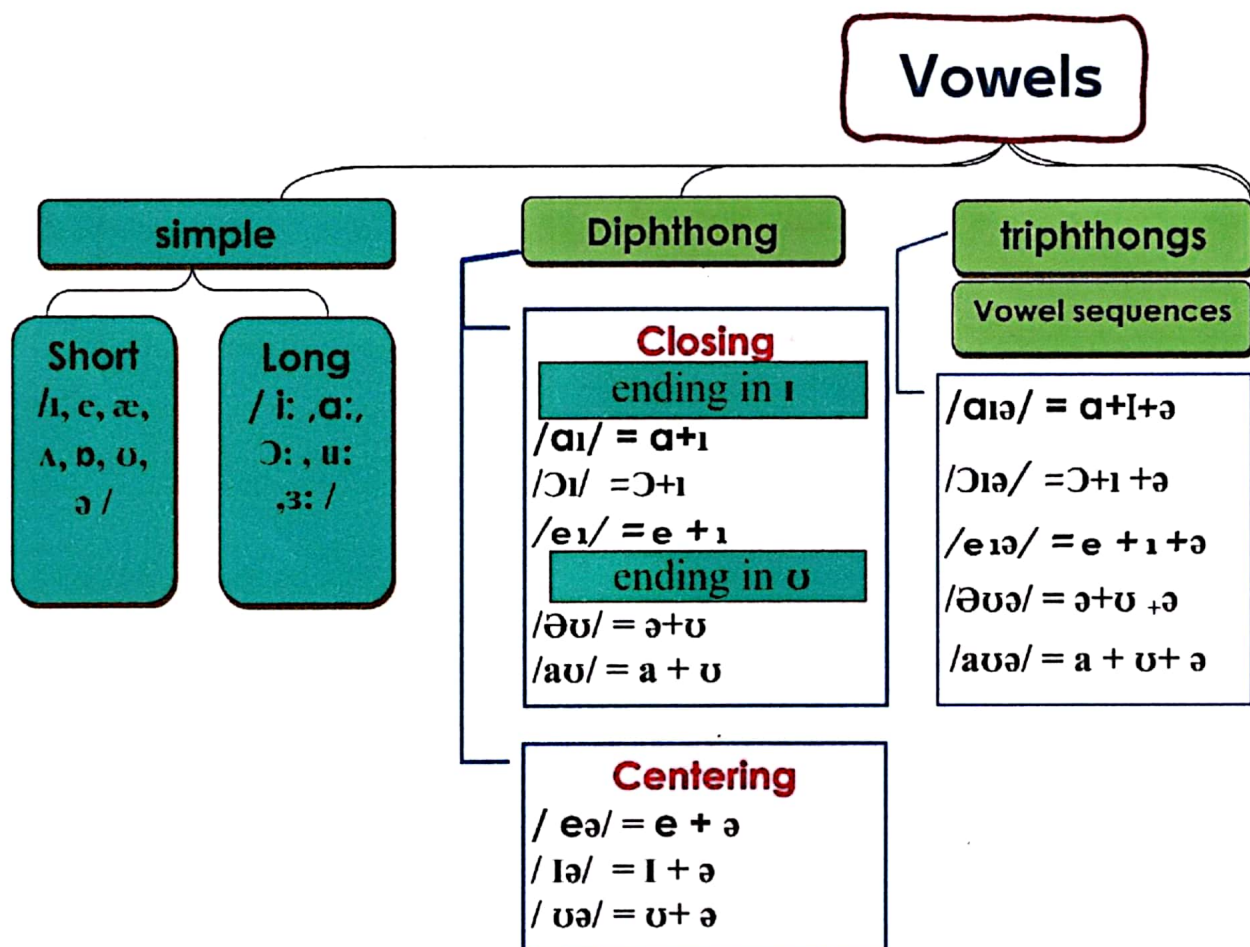
Triphthongs Vowels

Triphthongs Vowels: is a glide from first vowel to second vowel to third vowel should be /ə/. **There are 5**

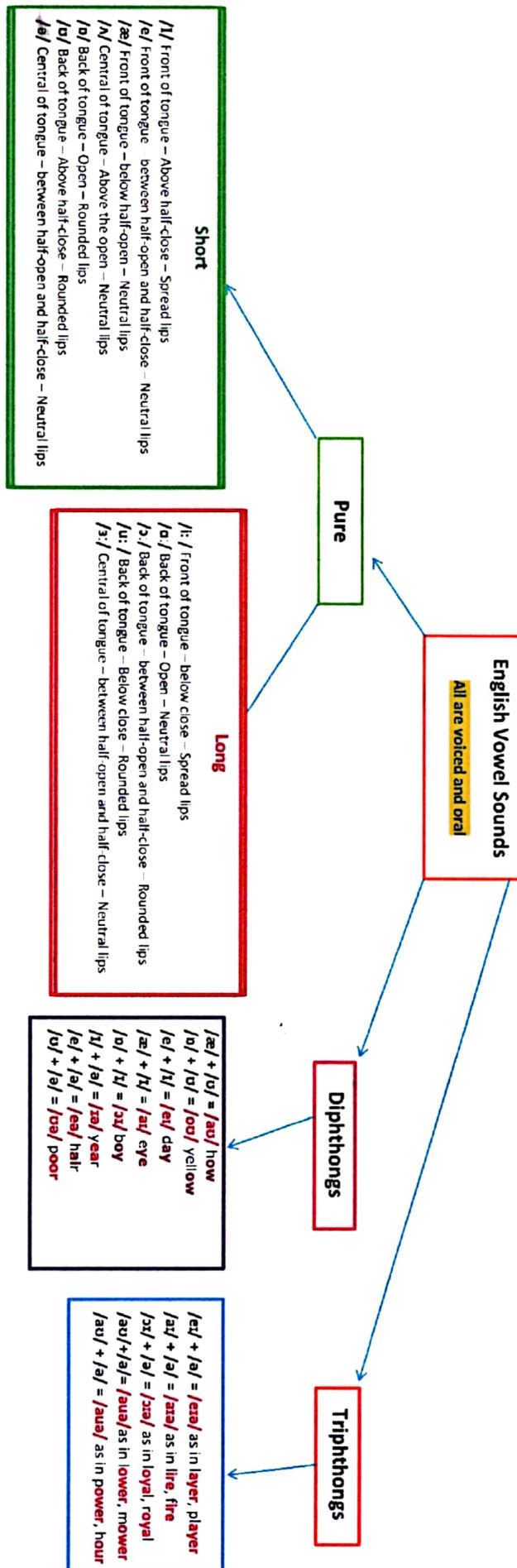
اتحاد ثلاث علة (أحرف أو أصوات) وضوحا في مقطع لفظي واحد (كما هو الحال في النار). أو أحرف حرف علة مكتوب ثلاثة تمثل صوت حرف علة.

For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to /ɑ:/ goes on to /ʊ/ then ends in /ə/ It says /aʊə/. Triphthong: are 5 closing diphthongs with /ə/ added on the end.

1. /eɪ/ + /ə/ = /eɪə/ as in layer, player
2. /aɪ/ + /ə/ = /aɪə/ as in lire, fire
3. /ɔɪ/ + /ə/ = /ɔɪə/ as in loyal, royal
4. /əʊ/ + /ə/ = /əʊə/ as in lower, mower
5. /aʊ/ + /ə/ = /aʊə/ as in power, hour



تقسيم حروف العلة مع الأمثلة



Q/ The difference between Vowels and consonants phonetically?

الفرق بين أحرف العلة والحروف الساكنة صوتيًا؟

The Vowel Sound is "Sound in which there is no obstruction to the flow of air as it passes from the larynx to the lips." it is an oral sound on the production of which air that comes from lungs goes out beyond lips without any audible friction by the articulators. And, in phonetic term Consonant is defined as "a sound produced when air passage is obstructed in a variety of ways and the production of the air current is either completely stopped, or is forced through a narrow constriction which causes audible friction by the articulators."

صوت العلة هو "الصوت الذي لا يوجد فيه عائق لتدفق الهواء لأنه يمر من الحنجرة إلى الشفاه." إنه صوت شفهي ناتج عن إنتاج الهواء الذي يخرج من الرئتين إلى ما وراء الشفاه دون أي احتكاك مسموع بالمفاصل. وفي المصطلح الصوتي، يُعرّف الحرف الساكن بأنه "صوت ينتج عندما يتم إعاقة مرور الهواء بعدة طرق ويكون إنتاج تيار الهواء إما متوقفًا تمامًا، أو يتم إجباره من خلال انقباض ضيق يسبب احتكاكًا مسموعًا بواسطة المفصلات".

To Describe the vowel sound production: لوصف إنتاج صوت العلة:

This Sound is produced with the (Back, Central, Front) **Tongue** is (raised) towards or (in Open or Close position).

يتم إنتاج هذا الصوت مع اللسان (الخلفي ، المركزي ، الأمامي) (مرفوع) باتجاه أو (في وضع الفتح أو الإغلاق).

The lips are (Rounded, Spread, or Neutral)..

الشفاه (مدورة ، منتشرة ، أو محايدة).