

Open Learning

Translation Department

Second Year

Second Term

Phonetics

Ms. Deima Balouq

7+6

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Let's study!
English

AKK
مؤسسة النوار

GOOD MORNING!

Concluding Remarks on Phonetics

Instructor: What do we mean by the verb “glide”?
“To glide” means to move from one point into another without making effort or noise.

Why am I talking about ‘glide’?

Student: Because we have it in diphthongs.

Instructor: Yes. In each diphthong, we have a gliding from one sound position into another.

Last time, we talked about diphthongs & triphthongs.

Now, let us review together the diphthongs.

Quick Revision:

How many diphthongs do we have in English?

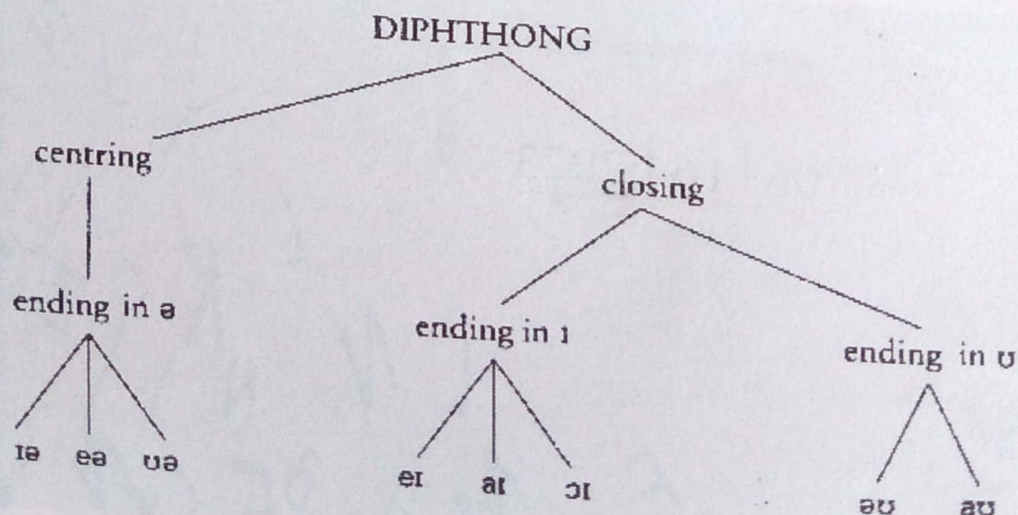
Student: 8.

Instructor: Exactly! They are divided into centering & closing diphthongs. How many centering diphthongs do we have?

Student: 3.

Instructor: Yes. How many closing diphthongs do we have?

Student: 5.



Instructor: Yes.

Now, let us have some examples about diphthongs. I am going to give you a word, and you have to guess the diphthong that we have in it.

Which diphthong do we have in the word 'main'?

Student: /eɪ/

Instructor: That's right.

Which diphthong do we have in the word 'boy'?

Student: /ɔɪ/

Instructor: That's right.

Which diphthong do we have in the word 'sign'?

Student: /aɪ/

Instructor: That's right.

Which diphthong do we have in the word 'take'?

Student: /eɪ/

Instructor: Yes.

Which diphthong do we have in the word 'fine'?

Student: /aɪ/

Instructor: Yes.

Which diphthong do we have in the word 'fate'?

Student: /eɪ/

Instructor: Yes.

Which diphthong do we have in the word 'how'?

Student: /aʊ/

Instructor: Yes.

Which diphthong do we have in the word 'hair'?

Student: /eə/

Instructor: Yes.

Which diphthong do we have in the word 'no'?

Student: /əʊ/

Instructor: Yes.

Which diphthong do we have in the word 'cow'?

Student: /aʊ/

Instructor: Yes.

Which diphthong do we have in the word 'by'?

Student: /aɪ/

Instructor: Exactly.

Which diphthong do we have in the word 'poor'?

Student: /ʊə/

Instructor: Yes. So, these are some examples of diphthongs.

Now, when we move from one vowel into another and then we glide into a schwa, we form triphthongs.

Triphthongs

Triphthongs are actually composed of closing diphthongs with a schwa added at the end.

1. /aɪə/ as in 'fire'
2. /eɪə/ as in 'layer'
3. /ɔɪə/ as in 'loyal'
4. /əʊə/ as in 'lower'
5. /aʊə/ as in 'power'

Now, let us take some examples of **triphthongs**.

/aɪə/

<i>ire</i>	<i>wireless</i>
<i>iron</i>	<i>choir, quire</i>
<i>tire, tyre</i>	<i>sire</i>
<i>fiery</i>	<i>pliers</i>
<i>spire</i>	<i>Irish</i>
<i>liar</i>	<i>Ireland</i>
<i>desire</i>	<i>acquire</i>
<i>hire, higher</i>	<i>inspire</i>
<i>flier</i>	<i>dial</i>
<i>buyer, byre</i>	<i>pious</i>

dyer, dire
prior
wire

violin
require

player
gayer
betrayor
conveyor
slayer

/eɪə/
payer
soothsayer
layer (one who lays)
greayer
bricklayer

royal
loyal
employer

/ɔɪə/
lawyer
sawyer
coyer

grower
blower
mower

/əʊə/
rower
lower
thrower

our, hour
bower
tower
cower
shower
trowel
bowels

/aʊə/
towel
Sour
flour, flower
power
dower
lour

Now, who can read the following?

maɪ ɑːnts kɔːld æn. / ʃiːz ə pɑːttaim 'tiːʃə. / ʃiː gəʊz tuː
zɜː skuːl ɒn 'mʌndeɪz, 'tʃuːzdeɪz ən 'θɜːzdeɪz.

Student: My aunt's called Ann. She's a part-time teacher. She goes to her school on Mondays, Tuesdays and Thursdays.

ʌn ðəʊz deɪz/ ʃi: bi'gɪnz 'ti:tʃɪŋ ət naɪn ə'klɒk ɪn ðə 'mɔ: nɪŋ, /ənd ɜ: 'kla:sɪz ɛnd ət fɔ:r ə'klɒk ɪn ði: 'ɑ:ftə'nu:n.

Student: On those days, she begins teaching at nine o'clock in the morning, and her classes end at four o'clock in the afternoon.

ʃi: steɪz ət hæʊm ʌn 'wenzdeɪz ən 'fraɪdeɪz. /ʃi: dʌznt ti:tʃ ət ɔ:l ʌn ðəʊz deɪz.

Student: She stays at home on Wednesdays and Fridays. She doesn't teach at all on those days.

ʃi: steɪd ət hæʊm lɑ:st 'fraɪdeɪ/ ən ʃi:l steɪ ət hæʊm nekst 'wenzdeɪ.

Student: She stayed at home last Friday, and she'll stay at home next Wednesday.

hɜ: sku:lz ə lɒŋ weɪ frəm ðə braʊnz haʊs.

Student: Her school's a long way from the Brown's house.

səʊ ɑ:nt æn 'ju:ʒʊəli gəʊz tu: wɜ:k baɪ 'ʌndəgraʊnd. /ʃi: 'kæʃɪz ə treɪn ət wɒdsaɪd pɑ:k 'steɪʃən. ðɪs 'steɪʃənz kwɔ:t kləʊz tə ðə haʊs.

Student: So Aunt Ann usually goes to work by underground. She catches a train at Woodside Park station. This station's quite close to the house.

ʃi: stɒps ɪn ðə treɪn / əz fɑ:r əz i:st fɪntʃli: 'steɪʃən./ʃi: gets aʊt əv ðə treɪn ðeə.

Student: She stops in the train as far as East Finchley station. She gets out of the train there.

ʌn faɪn deɪz/ ʃi: wɜ:ks frəm i:st fɪntʃli: tə ðə sku:l./ ʌn 'reɪni deɪz/ maɪ 'ʌŋkl teɪks ɜ:r ɔ:l ðə weɪ ɪn ðə ka:./ hi: draɪvz ɜ: frəm ðə haʊs tə ðə sku:l / ən li:vz ɜ:r ət ðə sku:l geɪts./

Student: On fine days she walks from East Finchley to the school. On rainy days my uncle takes her all the way in the car. He drives her from the house to the school and leaves her at the school gates.

Instructor: Good. I will send you the text with its phonetic transcription to practice it at home **THOUGH IT IS NOT REQUIRED FOR THE EXAM.**

The Whole Text:

Text A My Aunt

My aunt's called Ann. She's a part-time teacher. She goes to her school on Mondays, Tuesdays and Thursdays. On those days, she begins teaching at nine o'clock in the morning, and her classes end at four o'clock in the afternoon. She stays at home on Wednesdays and Fridays. She doesn't teach at all on those days. She stayed at home last Friday, and she'll stay at home next Wednesday. Her school's a long way from the Brown's house. So Aunt Ann usually goes to work by underground. She catches a train at Woodside Park station. This station's quite close to the house. She stops in the train as far as East Finchley station. She gets out of the train there. On fine days she walks from East Finchley to the school. On rainy days my uncle takes her all the way in the car. He drives her from the house to the school and leaves her at the school gates.

Its Phonetic Transcription:

maɪ a:nt

/maɪ a:nts kɔ:ld æn. / si:z ə pa:ttaɪm 'ti:ʃə. / si: gəʊz tu: ɜ: sku:l ɒn 'mɑ:ndeɪz, 'tʃu:zdeɪz ən 'θɜ:zdeɪz./ ɒn ðəʊz deɪz/ si: bɪ'gɪnz 'ti:ʃɪŋ ət naɪn ə 'klɒk ɪn ðə 'mɔ:nɪŋ, / ənd ɜ: 'kla:sɪz end ət fɔ:r ə 'klɒk ɪn ði:

'a:stə 'nu:n./ si: steiz ət hæom ʌn 'wenzdeiz ən 'fraideiz.
 /si: daznt ti:tʃ ət ɔ:l ʌn ðəʊz deiz./ si: steid ət hæom la:st
 'fraidei/ ən si:l stei ət hæom nekst 'wenzdei./ hɜ: sku:lz
 ə lɪŋ wei frəm ðə braʊnz haʊs./ səʊ a:nt æn 'ju:ʒəli
 gəʊz tu: wɜ:k baɪ 'ændəgraʊnd. /si: 'kætfiz ə treɪn ət
 wɒdsaid pɑ:k 'steɪfən./ ðɪs 'steɪfənz kwɑɪt kləʊz tə ðə
 haʊs. si: stɒps ɪn ðə treɪn / əz faɪr əz i:st fɪnʃli:
 'steɪfən./si: gets aʊt əv ðə treɪn ðeə. ʌn faɪn deiz/ si:
 wɜ:k frəm i:st fɪnʃli: tə ðə sku:l./ ʌn 'reɪni deiz/ maɪ
 'aŋkl teɪks ɜ:r ɔ:l ðə wei ɪn ðə ka:./ hi: draɪvz ɜ: frəm
 ðə haʊs tə ðə sku:l / ən li:vz ɜ:r ət ðə sku:l geɪts./

Instructor: Now, let us practice another text.

Text B My Uncle

My uncle's name's John Brown. He's a builder, and an excellent carpenter. He employs six other workmen. One of these men's a painter. Another's a bricklayer. A third's a plumber. The other three men sometimes help my uncle. Sometimes they help the painter. They often work with the bricklayer. They fetch bricks for him, or mix the mortar. They never help the plumber. He always works alone. My uncle's yard's at the end of the garden. He keeps all his tools there, and his builder's van. I've been to the yard several times. It's full of interesting things: ladders, pipes, tiles, slates, doors, windows, chimney-pots, and lots of other useful materials.

✦ The Text's Phonetic Transcription:

maɪ 'aŋkəl

maɪ 'aŋkəlz neɪmz dʒɒn braʊn./ hi:z ə 'bɪldə, /ænd
 ən 'eksələnt 'kɑ:pɪntə./ hi: ɪm'plɔɪz sɪks 'ʌðə
 'wɜ:k mən./ wʌn əv ði:z mənz ə 'peɪntə./ ə'nʌðəz ə
 'brɪk leɪə./ ə θɜ:dz ə 'plʌmə./ ði 'ʌðə θri: mən

'sʌmtaɪmz hɛlp maɪ 'ʌŋkəl./ 'sʌmtaɪmz ðeɪ hɛlp ðə
 'peɪntə./ ðeɪ 'ɒfən wɜ:k wɪð ðə 'brɪk.leɪə./ ðeɪ fɛtʃ
 brɪks fə:r ɪm./ ə: mɪks ðə 'mɔ:tə./ ðeɪ 'nevə hɛlp ðə
 'plʌmə./ hɪ: 'ɔ:lweɪz wɜ:ks ə'ləʊn./ maɪ 'ʌŋkəlz jɑ:dz
 ət ði end əv ðə 'gɑ:d'n./ hɪ: kɪ:ps ɔ:l ɪz tu:lz ðeə./ ænd
 ɪz 'bɪldəz væn./ aɪv bɪ:n tə ðə jɑ:d 'sevrəl taɪmz./ ɪts
 fʊl əv 'ɪntrəstɪŋ θɪŋz/ 'lædəz./ paɪps./ taɪlz./ sleɪts./
 dɔ:z./ 'wɪndəʊz./ 'tʃɪmni.pɒts./ ən lɒts əv 'ʌðə 'ju:sfʊl
 mə'tɪəriəlz./

So far, we have been talking about phonetics, and we have described many phonemes. How many phonemes do we have in English?

Students: 44.

Instructor: Exactly! So, we have described 44 phonemes in phonetics.

In phonetics, we have 'phonemes', and we have 'allophones'.

Phonemes Vs. Allophones

Let us start with phonemes.

Phonemes:

What do we mean by a phoneme?

Student: It is the smallest unit of sounds.

Instructor: Exactly!

A phoneme can be defined as the smallest unit of sound which can distinguish two words.

Phonemes sometimes work as 'minimal pairs'. What do we mean by 'minimal pairs'?

For example, /p/ and /b/ work as pairs. Other examples are: (/s/ & /z/), (/t/ & /d/), (/ʃ/ & /ʒ/, etc.).

So, this is the first feature of phonemes; they are minimal pairs.

Now, because they are **pairs**, they work **contrastively**.
What does this mean?

For example, the word 'bus' has a specific meaning. Now, if I change the last consonant with its pair (**buzz**), I will have a different word with a different meaning. So, here we have minimal pairs. When we change them, the whole meaning of the word will change.

Let us see another example. Compare between 'ban' and 'pan'. As you can see, when we change the sound, the meaning of the word changes.

Another example is "**p**ea" & "**b**ee".

Another example is "**m**et" & "**m**at".

So, here I am changing one phoneme in the word. By changing the phoneme, the meaning of the word is changed. That's why minimal pairs work **contrastively**.

Allophones:

*The different realizations of a phoneme are called **allophones**.*

Allophones are using the same phoneme but with different **realizations**. What does this mean?

The word 'tea' /t^hi:/ is said with the /t^h/ aspirated, i.e. with a sound like /h/ coming after the release of the air from the oral cavity. But in the word 'eat', the /t/ is unaspirated. Whether we say the word /tea/ with or without aspiration, that does not change the meaning of the word 'tea'. The same applies to the word 'eat'.

So, sometimes, we pronounce the /t/ with aspiration /t^h/ (as in 'tea'), and sometimes we pronounce it without aspiration /t/ (as in 'eat'). **So, the aspirated /t^h/ and the unaspirated /t/ are two realizations of the phoneme /t/.**

Usually, when we use /t/ at the end, it is pronounced without aspiration (e.g. 'night'). Also, if /t/ is used after /s/, it is pronounced without aspiration as well (e.g. 'stop').

So, this is what we mean by allophones. Are allophones the same phoneme?

Students: Yes!

Instructor: That's right! Allophones are the same phoneme but with different realizations.

Does the meaning of the word change by saying a certain phoneme with or without aspiration?

Students: No!

Instructor: Ok.

So, the first example of allophones is /t/.

Similar to /t/, we have the /p/ sound. /p/ can also be pronounced with aspiration /p^h/ or without aspiration /p/.

Another example is the /l/. We have two realizations of the /l/ sound.

The clear /l/ and the dark /ɫ/ are also the allophones of the phoneme /l/ in English.

So, we have clear /l/ and dark /ɫ/.

Clear /l/ occurs only before vowels. Dark /ɫ/, on the other hand, occurs only before a consonant.

Let us take examples of these two allophones:

Clear /l/	Dark /ɫ/
Leave	Built
Lift	Ball
Let	Call
Look	Bulk
Log	Milk
Lose	Silk

Lid	Gold
Fly	Oil
Fleet	Full

*Since one allophone can be substituted for the other without changing the meaning, we say that the two realizations are in **free-variation**.*

So, as you can see here, we have **free-variations**. Whether you pronounce the phoneme as clear /l/ or dark /l/, this doesn't change the meaning. Similarly, whether you pronounce /p/ or /t/ aspirated or unaspirated, the meaning will still be the same. So, this is what we mean by **free-variation**. Phoneme's realizations don't change the meaning.

Student: Does the same apply to the different realizations of (-ed).

Instructor: Yes. This doesn't affect the meaning as well. We know that we have three different realizations of (-ed) depending on the phoneme that precedes it: /t/, /d/ & /ɪd/.

*But to English speakers, for example, the aspirated realization of /t^h/ will never be found in the place where the unaspirated realization /t/ is appropriate, and vice versa. When we find this strict separation of place where particular realizations can occur, we say that the realizations are in **complementary distribution**.*

So, native speakers know where exactly they should pronounce the sound with or without aspiration.

Although sometimes it doesn't change the meaning whether we pronounce a certain sound with or without aspiration, we have some cases where we need to say it properly in order to be fully understood. Such cases are

called **complementary distribution**. So, sometimes, you have to be strict when dealing with aspirated or unaspirated sounds.

So, these are the most common realizations.

Now, I want to show you another type of realizations. For example, we have the word 'kitten'. Some people would pronounce it as /kɪtən/; other people would pronounce it as /kɪʔən/. Another example is 'bottle'. Some people would pronounce it as /bɒtəl/; other people would pronounce it as /bɑ:ʔəl/. So, we have so many realizations in English, but we have mentioned them most common ones (allophones).

Phonemic System:

We have two types of transcription: broad transcription & narrow transcription.

➤ **In the broad transcription**, we just use the phonemes. We don't use allophones. This means that we don't see realizations in this kind of transcriptions. Most dictionaries follow 'broad transcription'. We put a broad transcription between two slant brackets (/.../)

E.g. The words *top* and *stop* are transcribed as /tɒp/ and /stɒp/.

➤ **In the narrow transcription**, we put both phonemes and allophones. This means that we include realizations in this kind of transcriptions. We put a narrow transcription between two square brackets [...].

E.g. The words *top* and *stop* are transcribed as [t^hɒp] and [st^hɒp].

This is all about phonetics. Now, let us move to phonology.

Phonology

What is phonology?

*When we talk about how phonemes function in language and the relationships among the different phonemes, then we are talking about **phonology**.*

It is the study of the relationship or the sequence between phonemes or sounds.

In every language, we find that there are restrictions on the sequence of phoneme that can be used. For example, no English word starts with the consonant sequence zbf and no word ends with aeh.

So, since we have sequences or relationships between sounds, then we might notice that we have some restrictions on these sequences.

For example, we can't have a word that starts with (zbf). This is a restriction in English. So, phonology pinpoints the correct sequences in English.

Suprasegmental Phonology:

Here, we deal with things that we put in segments. What do we mean by 'segments'?

Student: Parts.

Instructor: Yes. Now, when we say 'suprasegmental', then we are talking about additional things that we can put in the word.

The first suprasegmental feature that we can put in a word is **stress**.

What is the stress in English?

Student: The stronger syllable in a word.

Instructor: Yes.

Does the part of speech of a word remain the same whether we put the stress on the first part or the second part of that word?

Students: No!

Instructor: Exactly! Let us take the following example:

When a word like 'import' is pronounced with the first syllable sounding stronger than the second, English speakers would hear it as a noun, whereas when the second syllable in the word 'im'port' is stronger, the word is heard as a verb.

So, this is related to suprasegmental phonology.

The second feature of suprasegmental phonology is **intonation**.

Do you know the meaning of intonation?

Student: Tone of voice.

Instructor: That's right.

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 a falling pitch is more likely to be heard as confirmation or agreement.

So, if I say 'right' with a rising intonation ↑, you understand that I am asking you a question. So, you can immediately understand that I want to assure that my information is correct. On the other hand, if I say 'right' with a falling intonation ↓, the listener would understand that it is a confirmation or agreement.

So, these are what we call **suprasegmental**.

Next time, I will talk about stress and intonation in more detail.

That's all for today.

Thank You!

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GOOD MORNING!

Phonology

To Recap...

Last time, we reviewed all diphthongs and triphthongs. Then, we moved to talk about the differences between phonemes and allophones.

What is the difference between allophones and phonemes?

Student: Allophones are the same phoneme but with different realizations.

Instructor: Exactly! When we change a phoneme, we change the whole meaning of the word. However, when we change an allophone, this does not affect the meaning of the word. Hence, with allophones, we are talking about sound's realizations.

After that, we moved to talk about the suprasegmental features like the stress and the intonation.

We also showed the differences between narrow and broad transcription.

Do you have any questions?

Student: How many allophones do we have in English?

Instructor: I told you about the most common ones.

Student: So, there are more allophones other than the ones we've talked about.

Instructor: Yes. There are more allophones, and this depends on the accent as well.

Now, let us have a quick practice. You will see a transcription on the slide, and you have to guess the word.

'nɒlɪdʒ

Student: It is 'knowledge'.

Instructor: Exactly!

θæŋks

Student: It is 'thanks'.

Instructor: Exactly!

kraɪm

Student: It is 'crime'.

Instructor: Exactly!

fɪz.ɪks

Student: It is 'physics'.

Instructor: Exactly!

tʃɪl.drən

Student: It is 'children'.

Instructor: Yes!

Student: It is 'crime'.

Instructor: Exactly!

mɪd.əl'eɪdʒd

Student: It is 'middle-aged'.

Instructor: Exactly!

grædʒ.u.ət

Student: It is 'graduate'.

Instructor: Ok.

klɪf

Student: It is 'cliff'.

Instructor: Yes!

leɪk

Student: It is 'lake'.

Instructor: Yes!

bi:tʃ

Student: It is 'beach'.

Instructor: Yes!

θɪk

Student: It is 'thick'.

Instructor: Yes!

dʒɪ'ræf

Student: It is 'giraffe'.

Instructor: Yes!

mɑ:rtʃ

Student: It is 'March'.

Instructor: Yes!

tru:θ

Student: It is 'truth'.

Instructor: Yes!

θaʊ.zənd

Student: It is 'thousand'.

Instructor: Ok.

pleʒ.ə

Student: It is 'pleasure'.

Instructor: Yes!

græv.ə.t̩i

Student: It is 'gravity'.

Instructor: Yes! Notice the realization on the /t/.

spi:tʃ

Student: It is 'speech'.

Instructor: Yes!

mæθ

Student: It is 'math'.

Instructor: Yes!

kənˌgrætʃ.əˈleɪ.ʃən

Student: It is 'congratulation'.

Instructor: Exactly!

Now, let us move to transcribing sentences.

/maɪ mʌm ˈnevə ˈdɑːnsɪz/

Student: My mum never dances.

Instructor: Exactly!

/ə ju ˈhæpi təˈdeɪ/

Student: Are you happy today?

Instructor: Exactly!

/aɪ ʃəd i:t mɔː fru:t/

Student: I should eat more fruit.

Instructor: Exactly!

/hi: 'sʌmtaɪmz kʊks lʌntʃ/

Student: He sometimes cooks lunch.

Instructor: Exactly!

/maɪ 'feɪvərɪt 'kɒlə ɪz blu:/

Student: My favorite color is blue.

Instructor: Exactly!

/weə dʌz hi: lɪv/

Student: Where does he live?

Instructor: Exactly!

Now, let us move to a paragraph.

/ ɪn brɪtən ən(d) ə'raʊnd ðə wɜ:ld / ði ɪmɪdʒ əv ðə fæmɪli
kənt'ɪnju:z tə tʃeɪndʒ // ðə trədɪʃənəl vɪk'tɔ:riən fæmɪli /
ɪn wɪtʃ ðə mæn wəz ðə bredwɪnə / ðə wʊmən ðə hæʊmmeɪkə /
ən(d) ðə tʃɪldrən nju:mərəs ən(d) əbɪ:drənt / ɪz gɪvɪŋ weɪs
tə nju: aɪ'drɪz ə'baʊt wɒt ðə mɒdɪn fæmɪli ʃəd lʊk laɪk // /

➤ The Transcription:

In Britain and around the world, the image of the family continues to change. The traditional "Victorian family", in which the man was the breadwinner, the woman the homemaker and the children numerous and obedient, is giving way to new ideas about what the modern family should look like.

Stress

Now, I am going to ask you a question.



Harry Kane Hurricane

What is the difference between 'Harry Kane' and 'hurricane'?

Student: Pronunciation.

Student: Meaning.

Instructor: Exactly! It is all about the stress. In "Harry Kane", I put the stress on the second word "Kane". In "hurricane", I put the stress on the first part "HURRIcane".

So, sometimes the stress can change the meaning. Last time, we said that the stress can change the part of speech (e.g. 'import & im'port).

What do we mean by 'stress'?

First of all, when I stress a syllable, what do I do in the word?

Student: I emphasize.

Instructor: Ok. So, I make that syllable more prominent.

*From the point of view of production, stressed syllables are produced with more **muscular energy** than unstressed ones. From the perceptual point of view, stressed syllables are more **prominent** than unstressed syllables. i.e. They are heard by the listener to be more prominent.*

So, when I stress a syllable, I make it more prominent than unstressed syllables. This means that I give it more **muscular energy**.

What do I mean by a "syllable"?

Student: المقطع

Instructor: Ok. A syllable is a unit of spoken language that forms an entire word or parts of words. Syllables are usually made up of a single vowel sound and any

surrounding consonant sounds. For instance, the word 'butter' contains two syllables: 'but' and 'ter'.

So, in each syllable, we should have only one vowel.

In any word, we should have only one stressed syllable (monosyllabic words).

Now, sometimes, the whole word consists of one syllable (e.g. 'cat'). Other words might consist of many syllables (e.g. 'butter').

Let us see examples of monosyllabic words:

- **Cat, dog, car, nice, shy, etc.**

Let us see examples of words that have two syllables:

- **Apple (ap-ple), modern (mod-ern), tiger (ti-ger), etc.**

I can identify the number of syllables in a word by doing the following:

(Ms. Dania knocks on the table two times while she says the word 'apple')

There is another way to count how many syllables are in a word. You can hold your hand under your chin and count how many times your jaw drops down to touch your hand. Tiger, for example, will make your jaw drop twice: ti-ger.

Let us see examples of words that have three syllables:

- **Saturday (Sat-ur-day), hamburger (ham-bur-ger), December (De-cem-ber), confident (con-fi-dent), remember (re-mem-ber), etc.**

Let us see examples of words that have four syllables:

- **Television (te-le-vi-sion), generation (ge-ne-ra-tion), traditional (tra-di-tion-al), etc.**

So, this is what we mean by a syllable. Usually, one syllable is stressed in a word.

How do I make 'a stressed syllable'?

Student: By changing my voice.

Instructor: Yes. I make my voice louder. So, I can make the syllable **longer** and **louder**.

We also can identify a stressed syllable because of the **pitch**. What do we mean by 'pitch'?

Student: It is the tone.

Instructor: Yes. It is the music of the word.

Also, you may guess the stressed syllable from the facial expressions. Sometimes, it is clear from your face that you are stressing a certain syllable. This leads us back to the idea that stresses syllables are more **prominent**.

Now, let us see examples:

- **Coffee:** How many syllables do we have in the word 'coffee'?

Student: Two.

Instructor: Yes. It is (co-ffee). Where is the stress?

Student: It is on the first syllable.

Instructor: Yes. In transcription, when you want to separate between syllables, you put (.). When you want to show the stress, you put ('). Hence, the word 'coffee' is transcribed as the following: ['kɒf.i]

- **Saturday:** How many syllables do we have in the word 'Saturday'?

Student: Three.

Instructor: Yes. It is (Sat-ur-day). Where is the stress?

Student: It is on the first syllable.

Instructor: Yes, ['sæt.ə.deɪ]

- **Repeat:** How many syllables do we have in the word 'repeat'?

Student: Two.

Instructor: Yes. It is (Re-peat). Where is the stress?

Student: It is on the second syllable.

Instructor: Yes, [ri'pi:t].

- **No:** This is a word that consists of only one syllable. That's why the stress is on the whole word.

- **Campaign:** How many syllables do we have in the word 'campaign'?

Student: Two.

Instructor: Yes. It is (cam-paign). Where is the stress?

Student: It is on the second syllable.

Instructor: Yes, [kæm'peɪn].

- **December:** How many syllables do we have in the word 'December'?

Student: Three.

Instructor: Yes. It is (De-cem-ber). Where is the stress?

Student: It is on the second syllable.

Instructor: Yes, [di'sem.bə].

NOTE: The schwa /ə/ is never stressed.

Levels of Stress:

As you can notice, we can put only one stress in the word. This is what we call the primary stress.

1) **Primary Stress:** It is the strongest type of stress or prominence. We mark primary stress by placing a small vertical line high up ['], just before the syllable.

Now, when we have a 'primary stress', this means that we have a 'secondary stress'.

What do we mean by a 'secondary stress'?

2) **Secondary Stress:** It is weaker than primary stress but stronger than the stress of other syllables. We mark secondary stress by placing a low mark [.] before the syllable

Let us have the word 'pronunciation' as an example.
How many syllables do we have in this word?

Student: Five.

Instructor: Exactly! Where is the stress?

Student: It is on the fourth syllable.

Instructor: Yes, [prəˈnʌn.si.eɪ.ʃən]. So, the fourth syllable is the primary stress. However, we still have another part that is stressed, which is the second syllable (proNUNciAtion). The second syllable is stressed, but it is weaker than the primary stress, which is the fourth syllable.

Let us see another example.

- Photographic:

How many syllables do we have in this word?

Student: Four.

Instructor: Yes. It is (pho-to-graph-ic). Where is the primary stress?

Student: It is on the third syllable.

Instructor: Exactly! Where is the secondary stress?

Student: It is on the first syllable.

Instructor: Yes, [ˌfəʊ.təˈgræf.ɪk].

As you can see, there are some syllables that are unstressed. So, we have **unstressed syllables**.

Unstressed syllables are marked by an absence of prominence as in the first syllable of the word (aˈraʊnd/)

So, in one word, we might have a primary stressed syllable, secondary stressed syllable and unstressed syllables.

 **Place of Stress:**

Luckily, we have some rules that help us identify the stress in a word. Now, let us discuss these rules.

1) The first rule is about nouns, adjectives and verbs.

a) Nouns:

We put stress on the first syllable when saying a two-syllable noun.

- Table, garden, culture, campus, etc.

So, in two-syllable nouns, we stress the first syllable.

b) Adjectives:

If the word is a two-syllable adjective, as with two-syllable nouns, we usually place the stress on the FIRST syllable.

- Happy, little, early, perfect, mobile, etc.

So, in two-syllable adjectives, we stress the first syllable. Of course, we have some exceptions for all the rules, but let us focus on the main rules.

c) Verbs:

If the word is a two-syllable verb, we generally stress the SECOND syllable.

- Accept, enjoy, improve, believe, avoid, repeat, repair, allow, etc.

So, in two-syllable verbs, we stress the second syllable.

So, this is the first rule.

2) The second rule is about noun/verb words which are differentiated by the place of stress. We change the part of speech of these words by changing the place of the stress.

Noun	Verb
Protest /'prəʊ.test/	To protest /prə'test/
Suspect /'sʌs.pekt/	To suspect /sə'spekt/
Decrease /'di:kri:s/	To decrease /dɪ'kri:s/
Increase /'ɪn.kri:s/	To increase /ɪn'kri:s/

Import /'im.pə:t/	To import /im'pə:t/
Conflict /'kɒn.flɪkt/	To conflict /kən'flɪkt/
Insult /'ɪn.sʌlt/	To insult /ɪn'sʌlt/

So, with **nouns**, we stress **the first syllable**. With **verbs**, we stress **the second syllable**.

3) Words with Affixes: Prefixes & Suffixes:

What do we call (-tion) in 'question'?

Student: It is a suffix.

Instructor: Yes. Can we stress suffixes in general?

Students: No!

Instructor: Ok. So, where do we put the stress in the word 'question'?

Student: It is on the first syllable.

Instructor: Yes, /'kwes.tʃən/

➤ A **prefix** is an affix which is placed before the root of a word.

➤ A **suffix** is an affix which is placed after the root of a word.

Usually, prefixes and suffixes are not stressed.

Let us see some examples.

- Surprise

Here, we only have the root of the word. The stress here is on the second syllable /sə'praɪz/. Now, let us add a suffix:

- Surprising

Here, the stress is still on the same syllable /sə'praɪ.zɪŋ/. Now, let us add another suffix.

- Surprisingly

Here, the stress is still on the same syllable /sə'praɪ.zɪŋ.li/.

Now, let us add a prefix:

- Unsurprisingly

The stress is still on the same syllable /ʌn.sə'praɪ.zɪŋ.li/.

So, the stress is on the same place; we are not stressing the suffixes or prefixes.

However, we sometimes have suffixes that can move the place of the stress. Let us see some examples:

- Photograph:

Here, we have three syllables. The stress is on the first syllable /'fəʊ.tə.grɑ:f/. Now, let us put the suffix (-er).

- **Photographer:** The stress now is on the second syllable /fə'tɒg.rə.fə/. As you can see, the suffix has moved the place of the stress. So, in rare cases, the suffix can move the place of the stress.

Now, let us move to compound nouns.

4) Compound Nouns:

What do we mean by compound nouns?

Student: Two words are joined together.

Instructor: Yes. Two words are joined together to make a new word (e.g. 'newspaper').

It is very common for compound words which are nouns to have stress on the first element.

Let us see some examples:

- **Website, teapot, moonlight, blackbird, chairman, bedroom, breakfast, etc.**

In these words, the stress is on the first element.

Sometimes, we put a hyphen (-) between the elements of a compound word:

- **Part-time, heart-warming, hard-working, old-fashioned, etc.**

In this kind of compound words, the stress is on the second element.

We still have one rule.

5) Stress in Sentences:

*It is necessary to distinguish between two types of words in a sentence: **Content Words & Function Words.***

So, in sentences, we have content words and function words.

➤ **Content Words** are the words that have a dictionary meaning such as **nouns, verbs, adjectives and adverbs.** They are the most important words in a sentence.

➤ **Function Words (Grammatical Words)** are words which do not have a dictionary meaning; rather, they show grammatical relationships in and between sentences. **Conjunctions, prepositions, articles, auxiliary verbs, pronouns, etc. are function words.**

Let us take an example:

- **I am teacher.**

(I) & (am) are function words.

(teacher) is a content word. This is the word that carries the main meaning of the sentence.

So, content words carry meaning, whereas we use function words just to make the sentence grammatically correct.

➤ **Content words should be stressed in the sentence.**

Let us take an example:

- **I have been teaching.**

So, here, I stress the content word 'teaching',

As far as stress in sentences is concerned, it is the content words that carry the stress.

Let us take some examples:

- I **'took** a **'photo** of it.

- The 'kid 'wants pizza for 'dinner.
- 'Painting and 'reading are my 'favorite 'hobbies.
- She has 'been to 'Australia, but she 'hasn't 'been to 'New Zealand.

Instructor: “been” is stressed here because it is the main verb. “Hasn’t” is stressed here because I want to stress the negative. I want to make clear that she hasn’t travelled to New Zealand.

That leads us to the rule that these function words can be stressed and unstressed.

Function Words are not stressed when they are in a sentence.

Function Words are stressed when they are alone.

Function Words are stressed in a sentence when we want to emphasize the meaning.

So, when we want to emphasize the meaning of a certain word, we stress it regardless whether it is a content word or function word.

Let us take an example:

- The 'letter is 'from her, not 'to her.

So, here I want to stress that it is from her, not to her.

- 'What are you 'looking 'for?

Here, the stress is placed on the preposition ‘for’ for emphatic purposes.

Sometimes, Function Words are stressed in a sentence when they are at the end of a sentence.

Let us take an example:

- 'Coffee is what I am 'fond 'of.

So, the word ‘of’ is stressed because it is at the end of the sentence.

Strong and Weak Forms:

As mentioned earlier, words in languages are of two types: **function** words and **content** words. In English, almost all the words which have both a strong and a weak form are function words. In certain circumstances, these words can be pronounced in their **strong forms**, but they are more frequently pronounced in their **weak forms**.

So, we have strong and weak forms of function words like she, he, a, an, those, these, etc.

When we want to use them in the special cases we mentioned earlier, then we use their strong forms. On the other hand, when they are being put in a sentence for grammatical purposes, we use the weak forms of them.

Now, I will give you some words, and you have to tell me which part is stressed.

- School

Student: It is a word that consists of one syllable. So, the stress is on the whole word.

Instructor: Exactly!

- Vegetable

Student: It is on the first syllable.

Instructor: Yes, /'vedʒ.tə.bəl/

- Computer

Student: It is on the second syllable.

Instructor: Yes, /kəm'pjʊ:.tə/

- Open-minded

Student: It is on the second part.

Instructor: Yes, /,əʊ.pən'maɪn.dɪd/

- Breakfast

Student: It is on the first syllable.

Instructor: Yes.

- Colleague

Student: It is on the first syllable.

Instructor: Yes, /'kɒl.i:ɡ/

- Employee

Student: It is on the first syllable.

Instructor: Yes, /ɪm'plɔɪ.i:/. Actually, this is an exception. Usually, when we have the suffix (-ee) referring to a person, we stress it. The following word is an example of this:

- Refugee

Here, the stress on the last syllable /,ref.ju'dʒi:/'

- Purchase

Student: The stress is on the first syllable.

Instructor: Exactly, /'pɜ:ʃəs/

- Event

Student: The stress is on the second syllable.

Instructor: Yes, /ɪ'vent/.

That's all for today.

Thank You!



This is Schwa.

Schwa is not stressed.

Schwa is cool.

Be like Schwa.

