*Abdelhafidh Boussouf University Center-Mila*

*Institute of Letters and Languages*

*Department of Foreign Languages*

**Module:** Articulatory and Corrective Phonetics

**Level:** First Year 2024/2025

**Domain:** English

**Prepared, compiled and organized by the Lecturer:** Dr MEDJEDOUB Rima

***Lesson one Phonetics and Phonology***

**I-Phonetics**

The word phonetics comes from the Greek word ‘phone’ which stands for ‘sound’ or ‘voice’. Usually used with a singular verb, it refers to the branch of linguistics that deals with the sounds of speech and their production, combination, description and representation by written symbols. This representation is usually referred to as the phonetictranscriptionin which systems of phonetic writing are provided and aim at the accurate representation of any sequence of speech sounds*.* These systems attempt also to facilitate the process of language learning, especially the foreign one. In this context, a uniform system has been put forward that caters for almost all possible sequences of human speech sounds. This system is known as the International Phonetic Alphabet (IPA) where human speech sounds are represented by specific symbols. All IPA symbols are enclosed in slashes to indicate that the transcription is phonetic rather than representative of a particular language.Phonetics also refers to the system of sounds of a particular language.

Phonetics has three main branches.

1. Articulatory phonetics is concerned with the positions and movements of the speech organs such as the lips and the tongue in producing sounds.
2. Acoustic phonetics is concerned with the physical properties of the sound waves.
3. Auditory phonetics is concerned with the perception of the speech sounds or the effect on the ear.

All phonetics are interrelated since human articulatory and auditory mechanisms correspond to each other and are mediated by wavelength and other physical properties of sounds. Indeed, any language learner, especially an advanced one (such as a teacher) needs to be aware of the three kinds of phonetics that actually describe the very stages or phases of human speech sounds production.

**II- Phonology**

The term phonology is derived from the Greek words ‘phone’ which stands for ‘sound’/ ‘voice’ and ‘logos’ which means ‘word’/ ‘speech’. It refers to the study of speech sounds in languages or in a language with reference to their distribution and pattering and to tacit rules governing pronunciation. It also refers to the system of a language. In other words, phonology attempts to account for how speech sounds are combined, organized and convey meaning in particular languages. For example, the sound /θ/ in ‘**th**ink’ often poses problems to many English learners such as French speaking learners. In addition, combinations of sounds vary widely from one language to another. The combination ‘**kt**’ at the beginning of a word, for example, would be impossible in some languages but is unexceptional in Greek. So, whereas phonetics deals with the nature of sounds per se, phonology describes the way sounds function within a given language.

**III-Useful terminologies**

* **A phoneme** is the smallest contrastive unit in the sound system of a language. In other words, phonemes are the smallest segment of the sound that, if changed would produce a different word with a different meaning. Thus while words carry meaning, phonemes are units from which words are built. /m/ and /b/ are different phonemes in English because **/mʌg/** (mug) and **/bʌg/** (bug) are different words.
* **Minimal pair:** a minimal pair is two words that differ in only one sound. Sounds which differ: /p/ and /b/ in **lab / lap** (‘lab’ and ‘lap’ are a minimal pair)

/I/ and /e/ in **sit / set** ( ‘sit’ and ‘set’ are a minimal pair)

**IV- Importance of learning phonetics and phonology**

As we have already seen, in any language, we can identify a small number of regularly used sounds (vowels and consonants) that we callphonemes. For example, the vowels in ‘pin’ and ‘pen’ are different phonemes, and so are the consonants at the beginning of the words ‘pet’ and ‘bet’. Because of the confusing nature of the English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet. So, it is important to learn the English phonetics mainly because there is not always a correspondence between the English spoken form and the written form.

1. One sound (phoneme) may have many graphical representations.

For example the English vowel /i:/ can be written

* + ‘ea’ as in r**ea**d
  + ‘ee’ as in sl**ee**p
  + ‘ie’ as in bel**ie**ve
  + ‘ei’ as in rec**ei**ve

The English sound (phoneme) /f / may be represented by many letters

* ‘f’ as in **f**rame
* ‘ph’ as in **ph**otogra**ph**
* ‘gh’ as in enou**gh**

1. One graphical representation may refer to many sounds.

For example the vowel ‘a’ can be pronounced

* + /ei/ as in sh**a**pe
  + /æ/ as in c**a**t
  + /a:/ as in l**a**st
  + /i/ as in short**a**ge

***Lesson two The production of speech***

1. **Stages of speech sounds production**

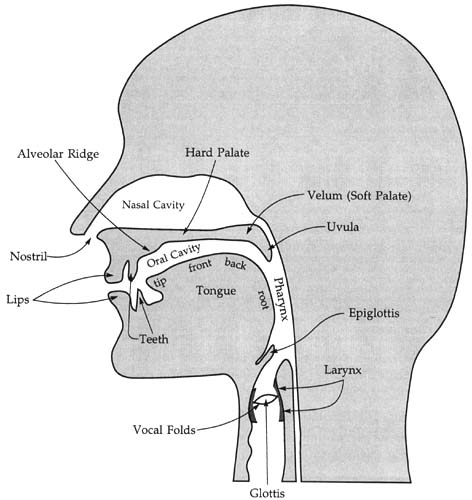
Any manifestation of language by means of speech happens through three stages.

* 1. The psychological stage: In the first place, the information of the concept will take place in the brain.
  2. The articulatory stage or the physiological one: The nervous system transmits this message to the organs of speech. These in turn will produce a particular pattern of sounds.
  3. The acoustic stage or the physical one: The movement of the organs of speech will create disturbance in the air which enables us to hear particular sounds and discriminate between them.

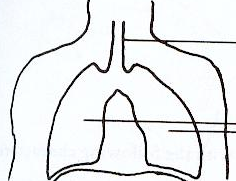
1. **Organs of speech**

The human body is made of different extraordinary organs with a plenty of functions. If you take the main organs of speech, you may notice that, in addition to their production of speech, these organs have a lot of survival functions. For instance, the lungs are responsible for providing the body with oxygen. The teeth, on the other hand, break up food while the tongue moves it within the mouth. So each of these organs has a basic survival function, or more, plus its role in the production of speech sounds.

The main organs of speech are represented in the diagrams below.



*Figure 1: Diagram of the organs of speech above the trachea*



*Trachea*

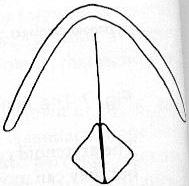
*lungs  
Figure 2: The lungs*

1. **Speech mechanisms**

The production of any speech sound takes place through steps where each of the organs of speech has a particular role.

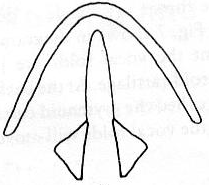
The air escapes from the **lungs** whichserve as an air reservoir and energy source. It, then, passes through the t**rachea** (wind pipe) and through the **larynx** which lies behind the prominence in the throat called the ‘Adam’s apple. The larynx contains two stretched membranous cords called ‘**the vocal cords’** which are made of an elastic tissue. As they open and shut, the vocal cords regulate the amount of air that passes to the lungs. They can take different positions. Indeed, they can be:

1. Completely brought together: In this case, the air stream is cut.

**

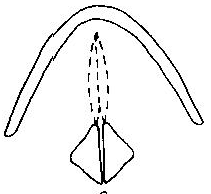
*Figure3: Completely brought together vocal cords*

1. Parted (folded back): The **glottis**, or the opening between the two folds of the vocal cords, is open. So, the air passes freely. This is the case of normal breathing and during the production of some consonants such as /p/ as in ‘**p**arent’, /f/ as in ‘**f**ire’ and /s/ as in ‘**s**un’.



*Figure 4: Parted vocal cords*

1. Brought together but not completely: The vocal cords act as a vibrator set in motion by lung air. They are so close that when air passes through them they vibrate (air makes them shake or move). These vibrations produce voice. This is the normal feature of all vowels and some consonants like /m/ in **m**outh, /n/ in **n**ose, /l/ in **l**ips.



*Figure 5: Brought together but not completely*

The **pharynx** is a tube which begins above the larynx. It is about 7 cm in women and 8 cm in men. At its top end, it is divided into two, one part being the back of the mouth and the other being the beginning of the way through the **nasal cavity**. The escape of air through the pharynx may be affected in three different ways according to the position of the **soft palate** or **velum**.

* + When the soft palate is lowered, the air escapes through the mouth and the nose, as in normal breathing. This is the case, for instance, in the production of the nasalized French vowels: **en**, in ‘pr**en**d’, **on in ‘**rép**on**d’, **in in ‘in**st**in**ct’, etc.
  + When the soft palate is lowered with an obstacle at some point in the mouth, the air escapes through the nose. This is the case in the production of the English nasal consonants /m/ as in **m**outh, /n/ as in **n**ose and /ŋ/ as in eati**ng.**

What is Grammar 3_Pic2

*Figure 6: Air passing through the nasal cavity*

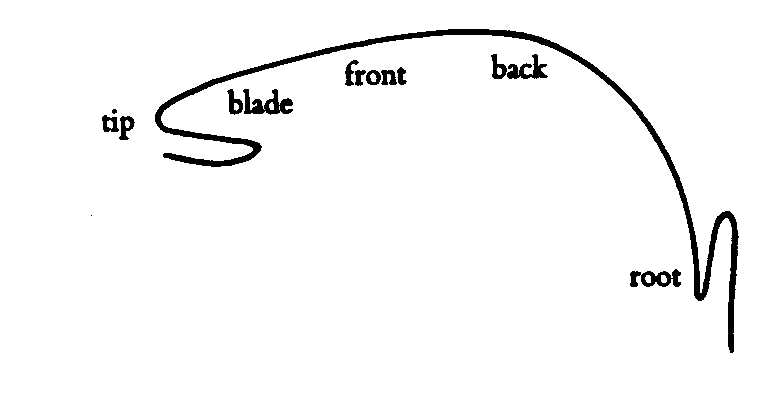
* + When the soft palate is raised, the nasal cavity being shut off, the air escapes through the mouth only (oral escape). This the way of production of all English consonants except for the nasal sounds /m, n, ŋ /

What is Grammar 2_Pic1

*Figure 7: Air passing through the oral cavity.*

The **mouth,** of course,plays an essential role in the production of sounds. Its shape determines the quality of the majority of speech sounds. The mouth consists of the ‘roof’ which is made of the alveolar ridge, the hard palate and the soft palate; the tongue, the teeth and the lips.

Of all the movable parts, the **tongue** is by far the most flexible one. It is capable of assuming a great variety of positions in the production of vowels and consonants. It is usually divided into different parts, though there are no clear dividing lines within the tongue.



*Figure 8: Subdivisions of the tongue*

***Lesson three Introduction to vowels***

**I-Definition:** Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. In other words, air passes without any complete closure or narrowing between speech organs. The vowel is the sound which has a central, major, syllabic function (the vowel is usually in the middle of words). In English for example, the nucleus of a syllable is always a vowel or a diphthong. The consonant, however, is less important in the syllable.

**II- The Difference between Vowels and Consonants**

1. In the production of vowels, the organs of speech are approximately stationary; but, in the production of consonants, the organs of speech are in constant movement.

2. In the production of vowels, the air escapes freely; but, in the production of consonants, the air is either completely or partially blocked.

**III*-* The Symbols of Vowel**

/ i: / d**ee**d, r**ea**d, rec**ei**ve, bel**ie**ve.

/ ɪ / s**i**n, mon**ey**, luck**y**.

/e/ b**e**st, h**ea**d, s**ai**d.

/ɜ:/ b**ir**d, c**er**tain, h**er**b, b**ur**n, **ear**ly, l**ear**n, f**ur**

/ ə / b**e**lieve, el**e**ment, fam**ou**s, lab**our**, dat**a**, **a**head, fath**er**.

/æ/ h**a**ve, f**a**ct, **a**ct.

/ ʌ / sh**u**t, c**u**t, s**o**me.

/a:/ st**ar**t, p**ar**k, f**ar**, c**ar**, p**al**m, p**a**st, f**a**st.

/ ʊ / p**u**t, f**u**ll, c**oo**k, g**oo**d, l**oo**k, sh**ou**ld, w**o**lf.

/ u: / m**oo**n, m**o**ve, gr**ou**p, j**ui**ce, J**u**ne, fl**u**te, cl**ue**, fr**ui**t, incl**u**de.

/o/ got, was, wh**a**t, bec**au**se.

/ ɔ: / m**ore**, **door,** t**al**k, s**aw**, b**ough**t, f**our**, b**oar**d, f**a**ll.

**IV- Description of vowels**

When describing a vowel, the following points must be taken into consideration:

1. The position of the soft palate.
2. The kind of opening formed by the lips. The lips can, generally, have three shapes. They can be:
   * **Rounded** such as in the vowel **/ u: /** in words like: ‘gr**ou**p’, ‘sh**oe**s’, ‘m**o**ve.’ The corners of the lips are brought together towards each other, with the lips pushed forward.
   * **Spread** as in the vowel **/ i: /** in words like: ‘gr**ee**n’, ‘ach**ie**ve’, ‘pl**ea**se’. The corners of the lips are moved away from each other, as for a smile.
   * **Neutral** such as with the vowel **/**ɑ**: /** in words like ‘c**al**m’, h**ea**rt’, and ‘f**a**ther’. The lips are not noticeably rounded or spread.
3. The part of the tongue which is mainly raised: Is it the front, centre, or back one?
4. The degree of raising of the tongue.
5. **Categories of vowels**

Vowels can be categorised in different ways. One of the principles of vowels’ classification is the **vowels’ length**. Accordingly, there are long vowels where the articulation of the vowel takes more **time** and short vowels where the articulation takes less time. In English, the long vowels are /ɑ:/ /i:/ /ɔ:/ /u:/ /ɜ:/(The colon “ : ” which is not always used refers to the length of the sound) whereas the short vowels are /ɪ/ /e/ /æ/ /ɔ/ /ʊ/ /ʌ/ /ə/.

Vowels can also be classified according to the part of the tongue involved in the articulation. Indeed, this method of categorization is the most common one for vowels. Accordingly there are three sets of vowels:

1. **Front vowels** or sounds in which the main raising is made by the front of the tongue toward the hard palate.
2. **Central vowels** or sounds in which the main raising is made by the centre of the tongue toward the hard palate.
3. **Back vowels** or sounds in which the main raising is made by the back of the tongue toward the soft palate.

**VI- Cardinal Vowel Scale: Daniel Jones’ Diagram**

Daniel Jones, the late 19th c and early 20th century phonetician, introduced a diagram called the vowel **Quadrilateral** used as a reference for the description of vowels. Phoneticians are using this chart to represent the most important degrees of rising of the tongue and the parts which are involved in the articulation of vowels. In addition, the position and shape of the lips are also represented in the chart. They put on it the vowels corresponding to each position.

**Tongue**

Front Centre Back

Close i: u:

Half-close ɪ ʊ

**Lips** e ɜ: ɔ:

ə

Half-open

Open æ ʌ o

ɑ:

*Figure 9: The cardinal vowels*

This chart or scheme represents the Cardinal Vowels System. It accounts for the range of vowels that the human vocal apparatus can make.

***Lesson four Front vowels***

There are four front vowels in English **/ i: / , /** ɪ **/ , /e/ , /æ /.**

**I- Description of the articulation of / i: /**

This vowel is a front, close, long vowel. The / i:/ appears in words like:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F**ee**t  T**ee**th  B**ee**  Sh**ee**p  S**ee**  Ch**ee**se  Tr**ee** | L**ea**ve  T**ea**m  Pl**ea**se  S**ea**  R**ea**son | P**ie**ce  F**ie**ld  Bel**ie**f | Rec**ei**ve  Conc**ei**ve | Compl**e**te Th**e**se | Pol**i**ce Mach**i**ne | K**ey** |

Other possible spellings are **ie**: *fiend*, **ei**: *seizing*, , or, exceptionally: **ey**: *key;* **ay**: *quay* [**ki:**], **eo**: *people*, **oe**: *Oedipus* or **eau**: *Beauchamp* [**bi:**±c**m**]

**II- Description of the articulation of /** ɪ **/**

It is a front, half-close, short vowel. The / ɪ **/** is found in words like:

S**i**t Rh**y**thm Need**e**d Vill**a**ge G**ui**lt

W**i**th S**y**mbol Pr**e**tt**y** Priv**a**te

G**i**ve C**i**t**y** Sund**ay** (and days of the week)

Sh**i**p S**y**stem Sav**a**ge

Minute S**i**ll**y**

H**i**t

**III-Description of the vowel /e/**

This vowel is identified as a front, half-close, short vowel. The vowel **/e/** can be heard in words like:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| B**e**d  W**e**st  W**e**nt  S**e**t  L**e**t | H**ea**d  D**ea**d  Pl**ea**sure  Spr**ea**d | M**a**ny | Ag**ai**n  S**ai**d | L**EI**CESTER | fr**ie**nd | g**ue**st |

**IV-Description of the short vowel /æ /**

This vowel is identified as a front, half-open, short vowel. This vowel **/æ /** can be heard in words like:

|  |  |  |
| --- | --- | --- |
| C**a**t  B**a**g  C**a**tch  B**a**t  G**a**s  P**a**t | B**a**th  H**a**t  B**a**d  Th**a**n  L**a**d  L**a**tter | Pl**ai**d  pl**ai**t |

***Central Vowels***

By central vowels, we refer to those sounds where the main articulator is the centre of the tongue. There are three central vowels in English. **/ ʌ / /ɜ:/ /** **ə** **/**

**I-Description of the articulation of the central vowel / ʌ /**

This vowel is usually labelled the ‘tent’.

Examples of words containing the sound are:

|  |  |  |  |
| --- | --- | --- | --- |
| C**u**t  S**u**n  B**u**t  C**u**p | C**o**ver  C**o**lour  C**o**me | C**ou**ple  Y**ou**ng  C**ou**ntry  En**ou**gh | Fl**oo**d  Bl**oo**d |

[∧] is distributed in word-initial and medial position: *utter, subtle*. It never occurs in word or syllable-final position. It is usually spelt either **u**: *under, but,* or **o**: *come, front, honey*; in a number of words it is spelt **ou**: *courage, southern*, *rough, tough*, and exceptionally **oo** in *blood* and *flood* and **oe** in *does*. Many Romanian speakers of English find it difficult to acquire the correct pronunciation of

[∧] mistaking it for some variant of **a** or **o**.

**II-Description of the central vowel** **/ɜ:/**

This central, long vowel can be heard in words like:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| B**ir**d  F**ir**st  G**ir**l | H**er**  S**er**f  F**er**n | H**ear**d  **Ear**th  L**ear**n | W**or**d  W**or**ld  W**or**k  W**or**se | F**ur**  B**ur**n |

Nb. **/ɜ:/** is a central, mid, long, tense central vowel. It is the tense counterpart of the schwa and since it only occurs in stressed syllables, in complementary distribution with the preceding vowel, some phoneticians, including Daniel Jones, argue that the two sounds are positional variants of the same mid central vowel phoneme. It is distributed in all three basic positions, very often in monosyllabic words: *err*, *first, curtain, fur, refer.*

It is commonly spelt **ir**, **ur**, **er**, or **yr** in final position or followed by a consonant or **ear** when followed by a consonant: *bird, burn, fern, myrtle, learn.* Other spellings include **our** in words like *courtesy, journal, journey,scourge,* and, exceptionally*,* o in *colonel.*

**II-Description of the articulation of the central vowel / ə /**

This vowel is commonly labelled ‘the schwa’. There is a very high frequency of this short vowel, especially in unaccented syllables and word final positions.

The ‘schwa’ can be heard in words like:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A**head  **A**bout | Moth**er**  Bett**er** | Doct**or**  Scis**or**s | Particul**ar**  sol**ar** | Behav**ior** |
| Fig**ure** | Annab**a**  Dat**a** | Fam**ous**  Delic**ious** ment**io**n | Col**our**  Lab**our** | Is**o**late  Dec**o**rate  **O**blige |
| Poss**i**ble  Insp**i**ration | F**a**tigue  m**a**chine | Gentlem**e**n  B**e**lieve  B**e**hind  El**e**ment Heav**e**n | Wom**a**n | **U**ntil  Vers**u**s  Col**u**mn  Ind**u**stry  S**u**ppose |

***Back vowels***

The back vowels are those sounds articulated with the back of the tongue raised toward the soft palate. There are five back vowels in English. **/ u: / / ʊ / / ɔ: / /o/ /a:/**

**I-Description of the articulation of the vowel / u: /**

This vowel is identified as a back, close, long vowel. The vowel **/ u: /** can be heard in words like:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M**oo**n  S**oo**n  N**oo**n  F**oo**d  L**oo**se  T**oo**l | M**o**ve  L**o**se | Gr**ou**p  Tr**ou**p  S**ou**p | J**u**ne  Bl**u**e | Ch**ew** | J**ui**ce | Sh**oe**s |

**II-Description of the vowel /** ʊ **/**

This vowel is similar to**/ u: /** but it is rather shorter. It is identified as a back, half-close, long vowel.

The vowel **/**ʊ**/** appears in words like:

|  |  |  |  |
| --- | --- | --- | --- |
| B**oo**k  G**oo**d  L**oo**k  *foot, soot*, by **d**: *wood, stood*; by  the lateral **l**: *wool*, or a nasal: *room*, *broom, groom*; | P**u**t  F**u**ll  S**u**gar  *push, cushion, pull*, B**u**sh | W**o**lf  *Worcester* W**o**man | C**ou**ld  Sh**ou**ld  W**ou**ld |

This vowel never occurs in initial position and only exceptionally in final position, in the weak, unstressed form of the preposition *to*, the verb *do* or the pronoun *who*.

**III- Description of the articulation of the vowel /** ɔ: **/**

This vowel is represented by **/**ɔ**:/ and it is a long back halp-open vowel.** The vowel / ɔ**: /** is heard in words like:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S**aw**  J**aw**  *awl, drawn, flaw thaw* | T**al**k  W**al**k  (‘l’ is not produced)  S**a**lt | B**ou**ght  *wrought* S**ou**ght  (*n*)*ought* | F**au**lt  D**au**ghter  C**au**ght  *august, taught* | Or**a**l  W**a**ter  **A**ll  *wrath* **A**lways | M**o**re  *sore, for, port*. Sh**or**t | D**oor** *floor* | F**our**  *course, source* C**ou**rt | B**oar**d a*broad, coarse* and *hoard* |

**IV- Description of the articulation of the vowel** **/o/**

The back, open vowel **/o/**can be heard in words like:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| D**o**g  S**o**rry  C**o**llar | W**a**ll  W**ha**t  W**a**nt  W**a**s | Kn**o**wledge | **Au**stralia  **Au**stria  Bec**au**se | C**ou**gh |

It is only distributed in initial and medial position: *on, pot,* and never in final position. In some accents of English, the vowel is pronounced pretty close to the cardinal vowel [**a**]. In some varieties of

American English, it is still open and a little bit fronted, coming very close to [Y:] so that it is often difficult to distinguish *pot* from *part*, for instance. The vowel is usually spelt **o**. Other spellings are possible; **ou**, **a** and **au** in rare cases like *cough*, *want*, or *laurel*.

**V-Description of the articulation of the vowel /**ɑ**:/**

This vowel, identified as a long, open, back vowel, can be heard in words like:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A**fter  Tom**a**toes  F**a**ther  P**a**ss | C**ar**  M**ar**k  F**ar** | H**ear**t | C**al**m  H**al**f | **Au**nt  L**au**gh |

It is distributed in all three basic positions: *are, cart, far*. It is normally spelt by the letter **a** followed

by a silent **r** in syllable or word-final position: *jar, carpet*. It is often followed by a silent **l** in words like *palm, calm, balm*. Sometimes **f** or **ff** can follow: *after, staff;* or **ss**: *pass, class,* or **s** or **n** followed by another consonant: *past, demand*; or **th** in word-final position: *path, bath* or, exceptionally, other letters: *aunt* [Y:**nt**], *Berkeley* [**b**Y**:klı**], *hearth* [**h**Y**:**θ], *sergeant* [**s**Y**:**®c**nt**], *memoir* [memwY:], *barrage* [**bær**Y**:**¥].

***Lesson five***

***Vowel glides: Diphthongs and Triphthongs***

**I- Diphthongs**

**I-1-Definition**

Diphthongs are sounds which are produced as a result of a movement or glide from one vowel to another such as /eɪ**/** in ‘l**a**te’. In other words, a diphthong is a sound made of two elements or vowels. The first element, **/e/** called the starting point, is the vowel with which we start. The second element or glide/ɪ**/** is the orientation to which we end.

**II-2- Description of diphthongs**

Diphthongs are equivalent in length to pure long vowels. The first part of the diphthong is much longer and stronger than the second part. For example, most of the diphthong **/eɪ/** consists of the vowel **/e/** and only about the last quarter of the diphthong does the vowel **/**ɪ**/** become noticeable. As the glide to **/**ɪ**/** happens, the loudness of the sound decreases.

**II-3- Categories of diphthongs**

In British English, there are eight diphthongs that can be categorised according to the second element or glide of the diphthong.

**II-3-a- Centring diphthongs** are those sounds where the glide is made toward the central vowel **/ə/**.In this category, we find three diphthongs:

Front Centre Back

Close

**ɪ ʊ**

half-close

half-open **ə**

**ɜ**

open

*Figure 10: Diphthongs having* **/ə/** *as a second element*

* **/ɪə/** : This diphthong typically occurs in words like: ‘d**ear’**, ‘t**ear’**, ‘h**ere’,** ‘b**eer’**, ‘id**ea’**.
* **/ʊə/** : It occurs in words having such spellings as: ‘p**oor’**, ‘s**ure’**, ‘c**ur**ious’, ‘d**u**ring’, ‘t**our’**.
* **/ εə/** : With this sound, the lips are neutrally open throughout. It is heard in words with such spellings as: ‘c**are’**, ‘r**are’**, ‘sh**are’**, ‘**air’**, ‘p**air’**, ‘f**air’**, ‘h**air’**.

**II-3-b- Closing diphthongs**: are those sounds where the glide is made toward the closing vowel /ɪ**/** or **/**ʊ**/.** In this respect, there are three diphthongs ending in **/**ɪ**/** and two others ending in **/**ʊ/**.**

Front Centre Back

Close

**ɪ**

Half-close

Half-open **e**

Open  **o**

**æ**

*Figure 11: Diphthongs having* **/**ɪ**/** *as a second element*

* **/eɪ/ :** It is found in words having such spellings as: ‘l**a**te’, ‘m**a**ke’, ‘l**a**dy’, ‘r**ai**l’, ‘d**ay’**, ‘**ei**ght’, ‘th**ey’**, ‘gr**ea**t’, ‘br**ea**k’.
* **/aɪ/ :** This diphthong can be heard in words like: ‘t**i**me’, ‘tr**y’**, ‘cr**y’**, ‘f**i**ght’, ‘l**i**ght’, ‘l**ie’**, ‘d**ie’**, etc.
* **/ɔɪ/** : Examples of words’ spelling for this sound are ‘boil’, ‘n**oi**se’, ‘t**oy’**, ‘b**oy’**.

Front Centre Back

Close

ʊ

half-close

half-open **ə**

open

ɑ**:**

*Figure 12: Diphthongs having* ***/***ʊ***/*** *as a second element*

* **/ ə**ʊ**/ :** It is found in words having spellings like: ‘b**o**th’, ‘h**o**me’, ‘**o**ld’, ‘s**o’**, ‘s**oa**p’, ‘s**ou**l’, ‘sh**ou**lder’, ‘kn**ow’**, ‘l**ow’**, etc.
* **/a**ʊ**/ :** It appears in words like: ‘**ou**t’, ‘h**ou**se’, ‘t**ow**n’, ‘br**ow**n’, ‘c**ow’**, ‘all**ow’**, etc.

**II-Triphthongs**

A triphthong is glide from one vowel to another and then to a third vowel, all produced rapidly and without interruption. The English triphtongs are made of the five closing diphthongs with the ‘schwa’ **/ə/** added at the end of each one. Thus, we get:

* **/eɪ**/ +/ə/ **/eɪə/** such as in: ‘l**ayer**’, ‘pl**ayer**’.
* /**aɪ**/ +/ə/ **/aɪə/** such as in: ‘l**iar**’, ‘f**ire**’**, ‘**des**ire**’**.**
* /**ɔɪ**/ +/ə/ **/ɔɪə/** such as in: ‘l**oya**l’, ‘r**oya**l’, ‘destr**oyer**’.
* /**əʊ**/ +/ə/ **/əʊə/** such as in: ‘l**ower**’, ‘m**ower**’
* /**aʊ**/ +/ə/ **/aʊə/** such as in: ‘p**ower**’, ‘h**our’,** ‘fl**ower**’.

**Lesson six *Consonants***

**1. Definition of consonants**: they are sounds produced with an obstruction of the air.

**2. The English Consonants Symbols:**

**/p/** : **p**en

**/b/** : **b**aby

**/t/** : **t**ake

**/d/** : **d**octor

**/k/** : **c**ut

**/g/** : **g**et

**/f/** : **f**ire

**/v/** : voice

/**θ/** : too**th**

**/ð/** : **th**is

**/s/** : **s**it

**/z/** : **z**one

**/ʃ/** : **sh**ape.

/**ʒ**/ : **v**i**s**ion

**/h/** : **h**ere

**/tʃ/** : ri**ch**

**/dʒ/** :  **j**ustice

**/m/** : **m**other.

**/n/** : **n**ight

**/ŋ/** : bri**ng**

**/l/** : **l**ight

**/r/** : w**r**ite

**/w/** : **w**eather

**/j/** : **y**ellow

**3. Classification of consonants**

**3.1. Place and Manner of Articulation**

**3.1.1. Place of Articulation**

***Bilabial*** Bilabial sounds are those sounds made by the articulation of the **lips** against each other.

/b, p, m, w/.

***Labiodental*** Labiodental sounds are those sounds made by the articulation of the **upper teeth** towards the lower **lip**. /f, v/.

***Interdental*** ***or Dental*** they are those sounds made by the articulation of the **tip of the tongue** and **the teeth.** /t, d/

***Alveolar*** Alveolar sounds are those sounds made by the articulation of the **tip of the tongue** towards the **alveolar ridge**. / t, d, s, z, n, l, r/

***Alveopalatal*** Alveopalatal sounds are those sounds made by the articulation of the **front of the tongue** towards the **area** **between the alveolar ridge and the hard palate**. shbrack, zhbrack, chbrack, dzbrack.

***Palatal*** They are made by the articulation of the **body of the tongue** towards the **hard palate**. /j/.

***Velar*** They are made by the articulation of the **body of the tongue** towards the **velum**. /k, g, engmabrack.

***Glottal*** They are made at the level of the glottis. glotstopbrack, hbrack.

**3.1.2. Manner of Articulation:**

***Plosive*** Formed by a blockage of the vocal tract, followed by an explosive release of air

***Fricative*** Formed by slight contact between articulators, allowing turbulent airflow

***Affricate*** Formed by a blockage of the vocal tract, like plosive, followed by a gradual release of turbulent air, like a fricative

***Nasal*** Formed by the lowering of the velum, allowing air to flow through the nasal cavity

***Lateral*** Air passes over lowered sides of tongue.

***Approximant*** Formed by the constriction of the vocal tract, but with no blockage of the airflow

**- Other Articulations**

There are two other articulations in varieties of English that should be noted here: **the tap** and the **trill**.

A tap is formed by a quick contact between an articulator and the vocal tract. In Standard American English, for example, there is the **tap flapbrack,** which can be found in the middle of words such as ladder, and butter.

**A trill** is formed by the rapid vibration of the tongue tip against the roof of the mouth. This vibration is caused by the motion of a current of air. This sound, represented by trillbrack, is found, for example, in varieties of British and Scots English. It is also known as a "rolled r".

**3.2.Voiced Vs Voiceless sounds:** the position of the vocal cords

Voiced consonants are: / b, d, g, m, n, ŋ, l, ð, v, z, ʒ, dʒ, w, j, r /

Voiceless consonants are: / p, t, k ,s , f, h, θ, ʃ, tʃ/

N.B.Whisper: Like voicelessness, except vocal folds are close together in front, and apart in back.

**3.3. Oral vs nasal consonants**: the position of the velum

Nasal consonants are: / m, n, ŋ /

Oral consonants are: / p, b, t, d, k , g, s , z, f, v, θ, ð, ʃ, ʒ, h, l, tʃ, dʒ /