TRANSCRIPTION AND PHONETIC DICTIONARIES

ENGLISH VOWELS

4

CHAPTER 2 | THE CONSONANTS OF ENGLISH
The sounds of words are made of two types of units: syllables and vowels. Syllables are the basic units of pronunciation, and vowels are the sounds that make up syllables. In English, there are two types of vowels: short and long. Short vowels are represented by a single vowel sound, while long vowels are represented by a diphthong or a blend of two vowel sounds.

In this book, we will focus on the sounds of vowels and how they are used in English pronunciation. We will also explore the role of vowels in English spelling and their relationship to the sounds of words.

Vowel Quantity

In English, vowels can be long or short. Short vowels are typically used in unstressed syllables, while long vowels are used in stressed syllables. The length of a vowel is determined by the amount of time it is held and the position of the tongue and lips. Long vowels are generally held for a longer period of time than short vowels, and the tongue and lips are in a different position.

Vowel quality is also important in English pronunciation. Vowels have different qualities depending on the position of the tongue and lips. For example, /æ/ is a front, low, back vowel, while /i:/ is a high, back vowel. Understanding vowel quality is crucial for accurate pronunciation.

In this chapter, we will explore the relationship between vowel quality and quantity, and how they affect the overall pronunciation of words in English.
In Chapter 4, if you recall, vowels are the sounds produced in the throat area before the tongue is lowered to form a consonant. The position of the tongue affects the shape of the vocal tract, which in turn influences the quality and frequency of the vowel sounds.

In high vowels, the tongue is raised up in the mouth, creating a narrow passage for the air to flow through. This results in a higher pitch and a more acute timbre. Examples of high vowels include /i/ as in 'sit' and /y/ as in 'city'.

In low vowels, the tongue is lowered in the mouth, creating a broader passage for the air to flow through. This results in a lower pitch and a more rounded timbre. Examples of low vowels include /o/ as in 'go' and /a/ as in 'sad'.

In the center of the mouth is the vowel /a/ as in 'cat'. This is a mid-vowel, with the tongue in the middle position, allowing for a variety of sounds to be produced.

In the diagram shown, /ə/ is the neutral vowel, and /æ/ is the central vowel. The vowel /ɪ/ is often described as the 'mid-central vowel', and /ɑː/ as the 'high central vowel'.

Practice saying these vowels by focusing on the position of your tongue and the shape of your mouth. You can also try singing to practice the movement of your tongue and lips.

Vowels are fundamental to the way we communicate, as they form the basis for most of the sounds we produce. By understanding the different vowel sounds and how they are produced, you can improve your pronunciation and communication skills.
The additional vowel is more back and slightly more rounded than the corresponding vowel in the long /ow/ sound in the word "triangle." This results in a different number of prominent features, as shown in the vowel chart. They tend to have more back vowels in their pronunciation of English. They have more back vowels in the long /ow/ sound. The /ow/ sound in the word "triangle" is more back and rounded. The symbols shading the represent the movements involved in the back vowels. The symbols shading the represent the movements involved in the long /ow/ sound. The movements are more rounded and back vowels are more back and rounded. There are no consistent differences between the long /ow/ sound in the word "triangle" and the short /ow/ sound in the word "row."
The English consonant confusion.

The development of the consonant confusion is not a single event but a product of several factors. It is a result of the English language's rich history, which includes influences from Germanic, Latin, and Romance languages, among others. This confusion arises because English has borrowed words and concepts from many different sources, leading to a diverse and sometimes confusing language. The confusion also stems from the way English is taught, with a focus on pronunciation rather than spelling, which can lead to misunderstandings and errors. This confusion is also compounded by the fact that English is a global language, with millions of speakers worldwide, each of whom may have a slightly different pronunciation. The English consonant confusion is a complex issue that requires careful consideration and understanding.
Looking at differences between accents.

Chapter 4: English Vowels

The vowel sounds are the sounds that are made when air is expelled from the lungs and passes through the mouth and nose. These sounds are produced by the position of the tongue and the position of the vocal cords. The position of the tongue and the position of the vocal cords can affect the way the sound is produced.

There are four main vowels in English: /ə/ (as in cat), /eɪ/ (as in say), /əʊ/ (as in go), and /u/ (as in put). These vowels are made by moving the tongue and the position of the vocal cords. The position of the tongue and the position of the vocal cords can affect the way the sound is produced.

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When the tongue is raised, the sound is higher. When the tongue is lowered, the sound is lower. The position of the tongue and the position of the vocal cords can affect the way the sound is produced. The position of the tongue and the position of the vocal cords can affect the way the sound is produced. The position of the tongue and the position of the vocal cords can affect the way the sound is produced.
TENSE AND LAX VOWELS

A syllable is divided into stressed and unstressed syllables, as shown in Table 4.1. The dotted line shows the vowel that is divided.

<table>
<thead>
<tr>
<th>Illustrated Word</th>
<th>Stress Pattern</th>
<th>Unstressed Syllable</th>
<th>Reduced Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td>[kəmˈpliːt]</td>
<td>complete</td>
<td></td>
</tr>
<tr>
<td>competition</td>
<td>[kəmˈpɛtɪʃən]</td>
<td>competition</td>
<td></td>
</tr>
<tr>
<td>reception</td>
<td>[rɪˈsepʃən]</td>
<td>reception</td>
<td></td>
</tr>
<tr>
<td>comprehension</td>
<td>[ˌkəmˌpɛnˈzɛʃən]</td>
<td>comprehension</td>
<td></td>
</tr>
<tr>
<td>construction</td>
<td>[kənˈstrʌkʃən]</td>
<td>construction</td>
<td></td>
</tr>
<tr>
<td>composition</td>
<td>[ˌkɒmpəˈzɪʃən]</td>
<td>composition</td>
<td></td>
</tr>
<tr>
<td>completion</td>
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</tr>
<tr>
<td>completion</td>
<td>[kəmˈpləʊʃən]</td>
<td>completion</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1: Examples of Words in Stressed and Unstressed Syllables

In some cases, the same syllables can be divided differently in English words. For example, the word "competition" can be divided in two different ways: [kəmˈpɛnˈzɛʃən] and [ˌkəmˌpɛnˈzɛʃən]. The choice of division depends on the context and the individual pronunciation patterns of the speaker.
TENSE AND LAX VOWELS

Table A.2. The distribution of tense and lax vowels in stressed syllables in American English.

<table>
<thead>
<tr>
<th>Tense Vowels</th>
<th>Lax Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>Open</td>
</tr>
<tr>
<td>Most Open</td>
<td>Most Closed</td>
</tr>
</tbody>
</table>

Notes:
- “Tense” refers to vowels that are used in stressed syllables in American English, and are often associated with past or present tense forms.
- “Lax” refers to vowels that are used in unstressed syllables in American English, and are often associated with present continuous or past continuous forms.

The table above shows the distribution of tense and lax vowels in stressed syllables in American English. The most open vowels are typically used in the unstressed syllables of words, while the most closed vowels are used in the stressed syllables of words. This distinction is important in understanding the pronunciation of American English, as it helps to differentiate between past and present tense forms of verbs.
RULES FOR ENGLISH VOWEL ALLOPHONES

(9) Other things being equal, /aʊ/ is longer in monosyllabic words than in disyllabic words.

(2) Other things being equal, /aʊ/ is longer in monosyllabic words.

(5) Vowels are mistracted in syllables closed by a nasal consonant.

(9) Other things being equal, /aʊ/ is longer in monosyllabic words than in disyllabic words.

RULES FOR ENGLISH VOWEL ALLOPHONES

(1) The first consonant of a word is pronounced as a voiceless consonant in an open syllable.

(2) Other things being equal, /aʊ/ is longer in monosyllabic words.
Exercises

Vowels are pronounced before syllable final.

<table>
<thead>
<tr>
<th>Front</th>
<th>Low</th>
<th>Middle</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart shows the distribution of vowels in English words.

Exercises

1. Identify the vowels in this chart.

2. Find the words with the same vowels in other words.

3. Write five words of your own where the vowels appear in the same position.

4. Listen to the pronunciation of these words and note the differences.

5. Find the words where the vowels are pronounced differently.

6. Write five words where the vowels are pronounced similarly.

7. Write five words where the vowels are pronounced differently.

8. Write five words where the vowels are pronounced similarly.

9. Write five words where the vowels are pronounced differently.

Some speakers have a similar rule that applies to vowels before /l/.
Special section called Additional Resources. Instead, more exercises may be found at the end of the book and on the CD in the back. Additional exercises will not be given at the end of this chapter.

As instructions vary in the kinds of transcription exercises they wish to assign, there is no set method for transcription.

Exercise 1: The simple life.

(a) If I stay at the top of the hill.

(b) It is easy to fill the glass of a well.

(c) Never kill a snake with your bare hands.

(d) When did you say before that

(e) We all hear a yellow jay once.

(f) We were never a year ago.

(g) We were never a year ago.

(h) Someone sometimes with a letter from you.

(i) I called seasonal limits but never found you there.

Transcribe the following sentences as received by the British and American speakers of the English language.

1. The simple life.

2. Are you a simple life?

3. You're never a simple life.

4. I'm never a simple life.

5. We're never a simple life.

6. We're never a simple life.

7. I'm never a simple life.

8. We're never a simple life.

9. We're never a simple life.

10. I'm never a simple life.

Transcribe each contrasting pair of words.

1. One set of examples: each containing a one-syllable word.

2. One set of examples: each containing a one-syllable word.

3. Two sets of examples: each containing a one-syllable word.

4. Two sets of examples: each containing a one-syllable word.

5. Two sets of examples: each containing a one-syllable word.

6. Two sets of examples: each containing a one-syllable word.

7. Two sets of examples: each containing a one-syllable word.

8. Two sets of examples: each containing a one-syllable word.

9. Two sets of examples: each containing a one-syllable word.

10. Two sets of examples: each containing a one-syllable word.

H. Give a number of examples for each of the following types of rhymes (1) through (6) by making a transcription of some additional words that rhyme to the list of examples.

I. Write a sentence containing at least six different words.

J. Look at Table 4.1. Find additional examples illustrating the relationships.

K. Words in the column opposite the vowel /æ/ show word pairs in the second and fourth columns. Transcribe each pair of words.

L. When vowel occurs before the smallest number of consonants, also, which class in terms of the place of articulation at which those consonants are made.

Exercises 103
A vowel chain is, for example, shown here:

C. Arrange words with a partner, where the numbers 1 through 5 somewhere on

D. Repeat Exercise C with as many different partners as you can. It is difficult

E. In addition to nonsense words of the kind given in Exercise B, continue to

F. Incorporate (e) and (o) in nonsense words for production and perception

G. Don't go home. 

H. Incorporate (e) and (o) in nonsense words for production and perception

I. Learn to produce only the first part of the vowel (e) in hay. Try saying

J. Learn to produce only the first part of the vowel (e) in hay. Try saying