CHAPTER 4

THE SOLUTION

4.1 REMEDIAL COURSE

4.1.1 Introduction

'Language is a vital means of communication and communication depends totally on the easy intelligibility of pronunciation' (William.C 1968). The pronunciation of second language posses' special problems. The learner is exposed to the first language throughout everyday. So the sound system of his L₁ assumes an increasing dominance. As a result the learner tends to hear all other speech sounds in terms of his own system. In order to achieve good pronunciation of a second language, it is extremely important for the learner to perceive the differences between the sounds of the new language and his own with which he has become familiar.

In learning to speak English, good pronunciation involves the correct articulation of sound segments including vowels and consonants, correct stress pattern, correct rhythmic patterns and the appropriate use of intonation.

In the articulation of English vowels, one has to maintain proper length and quality. For example, the replacement of /I/ by /iː/ in the articulation of the word bid, will cause in to be heard as bead. Similarly, not maintaining vowel length can cause considerable confusion, as between full — fool, bed — bade, sit — seat and so on.
In addition to placing the stress on the wrong syllables of words, the frequent use of strong forms of grammatical items instead of their weak forms is another reason for irregularity in speech rhythm. Just an example from the speech of our students will suffice to show the extent of such irregularity.

It seems his friends defended his conduct/ and conducted him to the election officer/

Speaker 8, 27, 33, 49

The speakers concerned read the above sentence with too many pauses almost all in the wrong places and this disrupting the rhythm.

In order to cultivate correct speech habits in our students and free them from such irregularities of pronunciation, it is clearly essential, first, to provide them with good models of pronunciation. It is a well-known fact that speech is learnt largely through initiation and repetition. Therefore it is expected that the teacher who conducts such a course will himself have a reasonably good pronunciation and a sound basic knowledge of phonetics. He should not only be able to conduct lessons in pronunciation efficient but also accurately maintained, important distinctions can be lost. The word *man*, for example, if pronounced with a slight glide, i.e., as [mæin], may be taken as *mine*, a completely different word. Similarly, if an opener vowel, such as [ɛ] is used in place of /e/ in a word like *bed* it may be heard as *bad*. Such phenomena are among the commonest of the errors in pronunciation found in the speech of our students.
Stress is of crucial importance in English and is closely connected with the rhythm of the language. Stress on the wrong syllable of a word, and stress on words that are normally not accented in conversation by native English speakers are two major sources of unintelligibility.

Acquaint the students with the phonetic symbols from the very beginning to enable them to refer to the pronouncing dictionary.

With a view to making the students perceive the difference between the sound systems of their L₁ and the L₂, a number of exercises have been devised requiring them to listen to the and repeat words and sentences, to note the relation between the spelling and pronunciation of words while practicing speech production through imitation and repetition, to read dialogues and lines of verse for further practice in stress and rhythm and to write down additional examples typifying such words and sentences for consolidation of items learned. Thus, although speech production is the main focus of the course, there are exercises in which all the four basic skills of listening; speaking, reading and writing are involved.

The course is based mainly on the problematic areas in the students’ pronunciation. The course includes exercises on

(a) Difficult areas in the production of consonants and vowels
(b) Vowel contrasts, with practice in the production of certain problematic vowels,
(c) Consonant clusters
(d) Syllabic consonants.
Difficulties in pronunciation arising out of spelling pronunciation and false analogy.

(f) Rules of word-stress regarding

(i) Prefixes.

(ii) Suffixes – inflectional and derivational.

(iii) The grammatical function of words, and

(g) Sentence stress.

4.2 Detailed List of Contents of the Remedial Course

UNIT I: VOWEL SOUNDS

UNIT II: VOWEL CONTRASTS
/ i: / , / ɪ / , / el / , / e / ,
/ u: / , / ʌ / , / e / , / a / ,
/ a: / , / ə / , / ʌ : / , / a:/ , / a:/ , / ə / , / a:/

UNIT III: DIPHTHONGS
/ əU /, / ə / , / ɛa / , / Ua /

UNIT IV: CONSONANTS
> / j / , / s / , / z / , / θ / , / ð / , / v / , / w / , / r /
> The Two Varieties of / l / --- / ɬ / , / ɹ /
Syllabic Consonants

Some Consonant Clusters (Initial Clusters).

/sk/, /sp/, /sk-/, /st-/, /sm-/, /sm-/, /sl-

Some Consonant Clusters (Final Clusters).

/-tf t/, /-ft/, /-st/, /-sf t/, /-st/, /-bd/, /-bd/, /-sd/, /-sd/, /-vd/, /-vd/  
/-tf/, /-dt/, /-dpt/, /-pt/, /-kth/, /-kth/, /-kth/, /-kth/, /-kth/  
/-lθ/, /-dθ/, /-mpt/, /-mpt/, /-ks/, /-ks/, /-ks/, /-ks/, /-lθ/  
/-lθ/, /-lθ/, /-lθ/, /-lθ/, /-lθ/, /-lθ/, /-lθ/, /-lθ/  

UNIT V: INFLATIONAL SUFFIXES

-s and -es, -ed (past form of verbs)

Suffixes And Their Pronunciation

-less, -ness, -ass, -ess

Unstressed Prefixes

be-, de-, pre-, re-, se, pro-, col-, com-, con-, cor, su-, a

UNIT VI: WORD ACCENT

Words with the stress on the 1st Syllable

Words with stress on the 2nd syllable

Polysyllabic words

Some General Patterns

Pronunciation of -ng

Unstressed Word Endings: The Weak Vowel /ə/

Unstressed Endings And Their Pronunciation

-sion, -tion, -tian, -cian, -ous, -ious, -ous, -geous, -gious, -age, -ace, -el, -al, -il, -ol
➢ Unstressed Word Endings And Their Pronunciation

-and, -ant, -ent, -ance, -ence, -et, -ite, -ice, -ise

➢ Word Endings And Their Pronunciation

-ain, -en, -on, -an

UNIT VII: STRESS SHIFT

➢ Sentence Stress

➢ Sentence Stress -Weak Forms

UNIT VIII: INTONATION

Signs:

/ / Phonemic Transcription

[ ] Phonetic Transcription

: Indicates Length of the Proceeding Vowel

' Indicates Main accentual Stress

REMEDIAL COURSE ➔
UNIT I: VOWEL SOUNDS

1.1 /i:/ as in bead

1. Listen to the teacher when he reads the following passage. Repeat after him.

It is not without a wrench that I have to take leave of the reader.... To describe truth, as it has appeared to me, and in the exact manner in which I have arrived at it, has been my ceaseless effort.... And if every page of these chapters does not proclaim to the reader that the only means for the realization of Truth is Ahimsa, I shall deem all my labours in writing these chapters to have been in vain.

From Truth and Ahimsa, M.K. Gandhi

2. The underlined words in the above passage have /i:/ in them. Read the words taking care to make the vowel sufficiently long.

3. Here are some words containing the vowel /i:/.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>east</td>
<td>scene</td>
<td>key</td>
</tr>
<tr>
<td>equal</td>
<td>receive</td>
<td>agree</td>
</tr>
<tr>
<td>evening</td>
<td>machine</td>
<td>three</td>
</tr>
</tbody>
</table>

4. Repeat the following after the teacher.

(a) These ‘trees have been ‘beaten by the ‘breeze.
(b) Please ‘show me the ‘sheep that he ‘keeps.
(c) We ‘mean to ‘see the ‘queen.

5. Read the following lines aloud:

‘Speak ‘roughly to the ‘little ‘boy
and ‘beat him when he ‘sneezes
He ‘only ‘does it to an ‘noy
Because he ‘knows it ‘teases

1.2 /I/ as in tin

1. repeat the following words after the teacher. In these words the vowel /I/ is
found to occur in both stressed syllables as well as unstressed syllables.

<table>
<thead>
<tr>
<th>Stressed syllables</th>
<th>Unstressed syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘English</td>
<td>e ‘nough</td>
</tr>
<tr>
<td>‘insult</td>
<td>‘carriage</td>
</tr>
<tr>
<td>‘system</td>
<td>‘surface</td>
</tr>
<tr>
<td>‘figure</td>
<td>‘wicked</td>
</tr>
<tr>
<td>‘interest</td>
<td>‘early</td>
</tr>
<tr>
<td>‘influence</td>
<td>‘Sunday</td>
</tr>
</tbody>
</table>

2. Read the following sentences aloud.

(a) Stick this pin into it.

(b) Bring your little sister with you.

(c) I shall whistle and sing as long as I live.

3. Underline the word that is different in sound in each of the following sets of
words.
(a) peel reel heal seal fill
(b) bit sit lit cheat hit
(c) bead weed lid seed heed
(d) tick pick weak sick lick

4. The following lines have words containing /i:/ and /I/. /i:/ is underlined with a single line while /I/ is underlined with a double line. Repeat the lines after the teacher.

(a) The ‘Rose is ‘red, the ‘grass is ‘green
   ‘Serve Queen ‘Bess, our ‘noble ‘queen
   ‘Lilly the ‘spinner will ‘sit down to ‘dinner
   And ‘eat a ‘leg of ‘frog.

(b) When the ‘wind is in the ‘East
   It’s ‘good for neither ‘man nor ‘beast;
   When the ‘wind is in the ‘North
   The ‘skilful ‘fisher ‘goes not ‘forth.

1.3 /aː:/ as in last

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘arm</td>
<td>farm</td>
</tr>
<tr>
<td>‘artist</td>
<td>charge</td>
</tr>
<tr>
<td>‘argue</td>
<td>mast</td>
</tr>
<tr>
<td>‘armour</td>
<td>di’saster</td>
</tr>
<tr>
<td>‘almond</td>
<td>darn</td>
</tr>
</tbody>
</table>
1. Repeat all the above words after the teacher

2. The following lines have words containing the sound [ɑː]. Listen to the teacher as he reads these lines. Say the lines with rhythm.

   The ‘Queen of ‘Hearts she ‘made some ‘tarts
   ‘all on a ‘summer’s day.
   the ‘knave of ‘hearts he’ stole the ‘tarts
   and ‘took them ‘right a’way

1.4  /ɔː / as in all

1. Listen to the teacher carefully when he says the following words contain the sound [ɔː] in initial, medial and final positions. Repeat all the words after the teacher.

   This vowel is longer than the vowel /ʊ / as in shock. The jaws are not as open as for /ʊ / and the lips are more rounded.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>ball</td>
<td>be‘fore</td>
</tr>
<tr>
<td>‘author</td>
<td>corn</td>
<td>roar</td>
</tr>
<tr>
<td>‘almost</td>
<td>‘quarter</td>
<td>more</td>
</tr>
</tbody>
</table>

2. The following sentences have words containing the sound /ɔː/ Repeat the sentences after the teacher.
(a) The boys are standing in the corner.
(b) His daughter was caught at the port.
(c) He yawned before us all.
(d) Paul swallowed salty water.

3. Here is a rhythmic drill. Repeat the lines after the teacher:

'Haul upon the 'bowline,
so 'early in the 'morning,
'Haul upon the 'bowline,
The 'bowline 'haul.
'Haul ! 'Haul! 'Haul !

1.5 / / as in but

1. The following words have the vowel / / in initial and medial positions. This vowel does not occur in the final position repeat the words after your teacher.

<table>
<thead>
<tr>
<th>Initial position</th>
<th>Medial position</th>
</tr>
</thead>
<tbody>
<tr>
<td>'uncle</td>
<td>young</td>
</tr>
<tr>
<td>'understand</td>
<td>'tongu</td>
</tr>
<tr>
<td>'unknown</td>
<td>'study</td>
</tr>
<tr>
<td>'upward</td>
<td>'judgement</td>
</tr>
</tbody>
</table>

2. Repeat the sentences after the teacher.

(a) Come and have a cup of tea.
(b) My cousin is younger than my brother.
(c) I haven't enough money to buy better.
(d) I'm doing to London in summer.
3. Say the lines with rhythm.

‘Little ‘Tommy ‘Tucker
‘Sings for his ‘supper
‘What shall be ‘give him?
‘White; bread and ‘butter.

4. Here are some more words containing the sound / a /. Note the spelling of
the following words. Repeat all the words after the teacher.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>flood</td>
<td>‘trouble</td>
</tr>
<tr>
<td>‘couple</td>
<td>blood</td>
</tr>
<tr>
<td>‘double</td>
<td>dove</td>
</tr>
<tr>
<td>some</td>
<td>love</td>
</tr>
<tr>
<td>does</td>
<td>stuff</td>
</tr>
</tbody>
</table>

1.6 / a / as in about
In the pronunciation of / a / the lips are relaxed. The jaws are in a closer
position than in the pronunciation of / A / . / a / is always unstressed. It can occur
in all positions of a word, but never in a stressed syllable.

1. Repeat all the following words after the teacher. Note the spelling of the
following words and their pronunciation. The letters underlined in these
words are all to be pronunciation / a / .

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a‘bove</td>
<td>for‘get</td>
</tr>
<tr>
<td>a ‘bout</td>
<td>‘policy</td>
</tr>
<tr>
<td></td>
<td>‘better</td>
</tr>
</tbody>
</table>

2. Repeat the following sentences after the teacher. The underlined vowels are
pronounced / æ / .

(a) It’s better to follow his advice.

(b) My elder sister is a doctor in Tehran.
(c) The machine for America got out control.

3. The following lines have words containing /ə/. Say the lines with rhythm.

'doctor 'Foster

'went to 'Closter,

in a 'Shower of 'rain.

he 'stepped in a 'puddle

'right up to his 'middle

and 'never 'went there a 'gain.

4. Here are some more words containing the sound [ə]. Note the spellings and repeat these words after the teacher.

oppor'tunity 'atmosphere

pho'tography zo'o'logy

a'natomy psy'chology

1.7 /ə:/ as in bIRD

/ə:/ this vowel is much longer than /ə/.

The following words have /ə/ in initial, medial and final positions. Repeat all the words after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>earn</td>
<td>'worthy</td>
<td>stir</td>
</tr>
<tr>
<td>'urgent</td>
<td>'circle</td>
<td>o 'ccur</td>
</tr>
<tr>
<td>'early</td>
<td>hurl</td>
<td>re 'fer</td>
</tr>
<tr>
<td>earth</td>
<td>'journey</td>
<td>pre 'fer</td>
</tr>
</tbody>
</table>
2. In the following sentences there are words containing the sound [aː]. Repeat the sentences after the teacher.

(a) Your 'work is 'perfect.

(b) The 'nurse was 'far 'worse.

(c) What an ab'surd 'word I 'heard.

3. Say the following lines with rhythm. /aː/ is underlined.

‘Penny was a 'pretty 'girl,

but Fanny was 'better;

‘Penny ‘looked like a 'churl,

when 'little 'Fanny 'let her...

UNIT II: VOWEL CONTRASTS

2.1 /iː/ as in seat /I/ as in sit

1. Here are two lists of words. One contains words with the vowel /iː/ and the other contains words with /I/. The teacher will read the words. Note the distinction between the two vowels and repeat each word after the teacher making a clear distinction between /iː/ and /I/.

/iː/ /I/
eat    it
weep    whip
least   list
sheep   ship
peach   pitch
weal/wheel will
2. Tick the right word when the teacher says one of the two words in each pair. Check your answer when the teacher gives the correct answer.

2.2 /el/ as in pain /e/ as in pen

1. The following lists have words containing the vowels /el/ and /e/. Note the difference between the two vowels when the teacher reads out the following.

<table>
<thead>
<tr>
<th>/el/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>main</td>
<td>men</td>
</tr>
<tr>
<td>gate</td>
<td>get</td>
</tr>
<tr>
<td>pain</td>
<td>pen</td>
</tr>
<tr>
<td>wait/weight</td>
<td>wet</td>
</tr>
<tr>
<td>bail</td>
<td>bell</td>
</tr>
<tr>
<td>wail/whale</td>
<td>well</td>
</tr>
<tr>
<td>raced</td>
<td>rest</td>
</tr>
<tr>
<td>tail/tale</td>
<td>tell</td>
</tr>
</tbody>
</table>

2. Read the pairs of words. Repeat after the teacher and correct yourself. The teacher will read one of the two words in each pair. Listen carefully and tick the right word in each pair.

3. Now say each of the following phrases. Take care to pronounce the words carefully.

(i) take rest (iv) let them say
(ii) aged men (v) red face
(iii) weigh them (vi) tell tale

2.3 /u:/ as in fool /u/ as in full

1. The following pairs of words have the vowel /u:/ and /u/. Listen carefully and note the difference between these vowels as the teacher reads them out. Repeat after the teacher.
2. Tick the right word when the teacher says one of the two words from the above pairs.

3. Write five pairs of words containing the vowels /u:/ and /U/ and say them aloud.

4. The following phrases have words containing vowels /u:/ and /U/. Say each of the following phrases taking care to pronounce the words correctly.

   (i) too good
   (ii) new look
   (iii) two books
   (iv) look at the moon
   (v) good noon
   (vi) cook soon.

2.4 /e/ as in men /æ/ as in man

   /e/
   men
   bet
   pen
   shell
   set
   gem
   said
   beg

   /æ/
   man
   bat
   pan
   shall
   sat
   jam
   sad
   bag
1. The above lists have words containing the vowels /e/ and /æ/. Repeat each pair of words after the teacher.

2. Tick the right word when the teacher says one of the two words in each of the above pairs.

3. Now say each of the following phrases taking care to pronounce the words correctly.
   - ten bags
   - pet cat
   - red cap
   - sad men
   - damp shed
   - hard pressed

2.5 /a:/ as in far /ɔ:/ as in for

1. The list given below has words containing the sounds /a:/ and /ɔ/. Repeat after the teacher as before.

   /a:/ /ɔ:/
   - barn
   - arder
   - are
   - born
   - order
   - or

2. The following phrases have words with vowels /a:/ and /ɔ/. Say each of the following phrases taking care to pronounce the words correctly.

   - walk fast
   - north
   - four parts
   - large hall
   - card board
   - rather short.

2.6 /æ/ as in man /ai/ as in mine

1. The following lists have words containing the sounds /æ/ and /ai/. Repeat all the words after the teacher taking care to make a distinction between the two vowels.
2. Out of each pair tick the word you hear when the teacher says one of the two words in each pair.

/æ/ /æ/  /aɪ/ /aɪ/

bat bite
mall [mael] mile [mall]
lack like
had hide

3. Now say the following phrases. Take care to pronounce the words correctly.

backbite wide band
bad sight white cap
sad plight ripe mangoes

2.7 /aɪ/ as in buy /ɒɪ/ as in boy

1. The lists given below have words with /aɪ/ and /ɒɪ/. Repeat each pair of words after the teacher making a clear distinction between the two vowels /aɪ/ and /ɒɪ/.

/aɪ/ /ɒɪ/

buy boy
bile boil
tie toy
pint point
vice voice
tile toil
file foil
allied alloyed

2. Tick the right word when the teacher says some of the above words.
3. Say the following phrases taking care to pronounce the words correctly.

- high point
- spoilt child
- guide the boy
- joy ride
- dry soil
- boiled rice

2.8 /eI/ as in pain /e/ as in pen

1. The following sentences have words containing /eI/ and /e/. Repeat these after the teacher. /eI/ is underlined with a single line and /e/ with a double line.

   a. The 'wet 'papers were 'thrown in the 'waste paper 'basket.
   b. It 'rains in Sep 'tember in Tehran.
   c. These 'men are 'entering through the 'main 'gate.
   d. She has 'put on 'weight and is 'looking 'better.

2. Here are some pairs of words for practice. Read these aloud.

   /eI/  
   raid  red
   saint scent
   trained trend
   flake fleck
   chaste chest

3. Say which vowel, /eI/ or /e/, the teacher is using when she says some of the words from the lists above.

4. Underline the words that are different in sound in the following sets of words.

   a. make, take, sake, peck
   b. get, late, debt, pet
   c. shade, led, made, jade
5. Say it with rhythm.

‘Nobly, ‘nobly ‘Cape saint ‘Vincent
to the ‘North-west ‘dies a ‘way;
‘Sunset ‘ran, one ‘glorious ‘blood red.
‘reeking into ‘cadiz ‘bay;

-Robert Browning.

2.9 /e/ as in bet / æ / as in bat

1. Say the following lines with rhythm. The underlined words contain the vowel /e/.

If I’d as much money as I could spend.
I wouldn’t be crying old chairs to mend.
If I’d as much money as I could tell.
I wouldn’t be crying old clothes to sell.

2. The following lines contain words with / æ /. Read the lines aloud.

‘mix a ‘pancake,
‘stir a ‘pancake,
‘pop it in the ‘pan,
‘fry the ‘pancake,
‘toss the ‘pancake,
‘catch it if you ‘can.

-Christina Rossetti

3. Read the following sentences aloud. Words containing the vowel /e/ is underlined with a single line and / æ / with a double line.

a. When was Nelson sent to Denmark?
b. That’s the fat man who took away your black jacket.

c. ‘Friends, Romans, countrymen; lend me your ears.

d. I came to bury Caesar, not to praise him.”

e. Bad habits can be tackled firmly.

4. Read the following lines aloud. Underline the words containing /ei/, /e/ and /æ/. Check your answer with your teacher.

when God at first made man,

having a glass of blessings standing by;

let us (said He) pour on him all we can:

let the world’s riches, which dispersed lie,

Contract into a span.

So strength first made a way;

then beauty flow’d, then wisdom, honour, pleasure:

when almost all was out, God made a stay,

perceiving that alone, of all his treasure,

Rest in the bottom lay.

- The Pulley, George Herbert

UNIT III: DIPHTHONGS

3.1 /əu/ as in boat

1. The underlined words in the following lines have the sound [əu]. Say the lines with rhythm.
'Old kind 'Cole

was a 'merry old 'soul.

and a 'merry old 'soul was 'he:

he 'called for his 'pipe

and he 'called for his 'bowl

and he 'called for his 'fiddler's 'three.

2. The following words have / aU / in the initial, medial and final positions. Repeat the words after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>gold</td>
<td>go</td>
</tr>
<tr>
<td>'open'</td>
<td>close</td>
<td>be'stow</td>
</tr>
<tr>
<td>'only'</td>
<td>stone</td>
<td>throw</td>
</tr>
<tr>
<td>own</td>
<td>'lonely'</td>
<td>be'low</td>
</tr>
<tr>
<td>'ocean'</td>
<td>pro'pose</td>
<td>sew</td>
</tr>
</tbody>
</table>

3. The following sentences have words containing the sound [ aU ] in them. Repeat the sentences after the teacher.

(a) 'Joe 'gave a 'low 'groan.
(b) 'Go 'slowly, it's a lonely 'road.
(c) 'Don't answer the 'phone,' he'moaned.
(d) 'Row, brothers, 'row, we've a 'long way to 'go.

4. Underline the word that is different in sound in each of the following sets of words.

- boat    goat    coat
- hold    bold    cold
- most    host    coast
5. Here are some more lines of verse with the sound [ aU ] for practice.

It was 'snowing a’broad and ‘snowing at ‘home.

There was ‘snow in ‘Stockholm and ‘snow near ‘Rome.

Then al’though the ‘snow be’gan to ‘thaw

That ‘wasn’t the ‘end of the ‘trouble at ‘all,

For the ‘frozen 'pipes that had ‘burst soon ‘showed.

As ‘all through the ‘house the ‘cold floods ‘flowed.

3.4 / 1ə / as in fear

1. The following words contain the sound / 1ə / in the initial, medial and final positions. Repeat the words after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>ear</td>
<td>i’deal</td>
<td>cheer</td>
</tr>
<tr>
<td>‘earring</td>
<td>‘theater</td>
<td>dear/deer</td>
</tr>
<tr>
<td>year</td>
<td>real</td>
<td>smear</td>
</tr>
<tr>
<td>beard</td>
<td>ca’reer</td>
<td></td>
</tr>
<tr>
<td>‘eerie</td>
<td>‘ serious</td>
<td>ap’pear</td>
</tr>
<tr>
<td>‘zero</td>
<td>sin’cere</td>
<td></td>
</tr>
<tr>
<td>pierce</td>
<td>se’ver</td>
<td></td>
</tr>
</tbody>
</table>

2. The teacher will say the following sentences. Say the sentences taking care to pronounce correctly all those words containing the sound [ 1ə ].

(a) His disappearance from the theatre is mysterious.

(b) Wipe away your tears, dear.

(c) Come here and make it clear.

(d) His is a queer career.
3. Say the following sentences with rhythm:

‘old woman, ‘old woman
‘shall we go ‘spearng?
‘speak a little ‘louder, sir,
I am ‘hard of ‘hearing.
‘old woman, ‘old woman,
shall I ‘love you ‘dearly?
‘thank you, ‘kind sir,
I ‘hear you very ‘clearly.

4. Here are some more lines of verse for practice.

‘if seven maids with seven mops
swept it for half a year,
doyou suppose’, the Walrus said,
‘that they could get it clear?”
‘I doubt it, ‘said the Carpenter,
and shed a bitter tear.

The Walrus and the Carpenter, Lewis Carroll

3.5 / əə / as in air

1. Repeat the following words containing the sound [ əə ] after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>scarce</td>
<td>chair</td>
</tr>
<tr>
<td>‘airy’</td>
<td>‘daring’</td>
<td>fare/fair</td>
</tr>
<tr>
<td>‘aeroplane’</td>
<td>‘parent’</td>
<td>rare</td>
</tr>
<tr>
<td>‘airedale’</td>
<td>‘careful’</td>
<td>wear</td>
</tr>
<tr>
<td>‘aerial’</td>
<td>‘various’</td>
<td>de’clare</td>
</tr>
<tr>
<td>‘aerodrome’</td>
<td>‘Mary’</td>
<td>com’pare</td>
</tr>
</tbody>
</table>
2. Repeat the following sentences containing the sound [ eə ].

(a) The pain is unbearable.
(b) Spare a few minutes.
(c) He’s scarcely aware of the affair.
(d) Mary’s hair is very fair.

3.6 / uə / as in poor

1. Repeat the following words containing the sound [ uə ].
   
   poor  influence  cruel
   sure  punctual  usual

2. Repeat the sentences with words containing [ uə ] after the teacher.

(a) Do others influence you?
(b) Receive the tourists here.
(c) He’s been cured of his headache.
(d) Are you sure that the tours are newer?

3. SUPPLEMENTARY EXERCISE

Say it with rhythm.

When 'I con'sider how my 'light is 'spent
ere 'half my 'days in this 'dark 'world and 'wide,
and that 'one 'talent which is 'death to 'hide
‘lodged with me 'useless, 'though my 'soul 'more 'bent
to 'serve there with my 'Maker, and pre'sent
my 'true ac'count, lest 'he re'turning 'chide;
“ 'Koth 'God e'xact 'day-' labour, 'light de’nied?”
I 'fondly 'ask: but 'Patience, to pre'vent

that 'murmur, 'soon re'plies, " 'God 'doth not 'need

either 'man's 'work or his 'own 'gifts. 'Who 'best

'bear his 'mild 'yoke, 'they 'serve him 'best: His 'state

is 'kindly: 'thousands at his 'bidding 'speed,

and 'post over 'land and 'ocean wi'thout 'rest;

they 'also 'serve who 'only 'stand and 'wait."

On His Blindness, John Milton

UNITIV: CONSONANTS.

4.1 /ʃ/ as in shop

1. Repeat all the words in the lists give below after the teacher. Note the spellings of the words and their pronunciation.

<table>
<thead>
<tr>
<th>Initial</th>
<th>medial</th>
<th>final</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharp</td>
<td>ma'chine</td>
<td>wash</td>
</tr>
<tr>
<td>shoot</td>
<td>'bishop</td>
<td>'finish</td>
</tr>
<tr>
<td>shrink</td>
<td>m'mention</td>
<td>push</td>
</tr>
<tr>
<td>shake</td>
<td>'patient</td>
<td>wish</td>
</tr>
<tr>
<td>shine</td>
<td>'ocean</td>
<td>hush</td>
</tr>
<tr>
<td>'shatter</td>
<td>'passion</td>
<td>bush</td>
</tr>
<tr>
<td>'chauffeur</td>
<td>'social</td>
<td>'furnish</td>
</tr>
<tr>
<td>shout</td>
<td>'mansion</td>
<td>'banish</td>
</tr>
</tbody>
</table>
2. The following dialogue has words with the sound [ʃ]. Repeat the dialogue after the teacher.

**A SPECIAL WASHING MACHINE**

Mrs. Marsh : Does this shop sell washing machines?
Mrs. Shaw : Yes. This is the newest washing machine.
Mrs. Marsh : Is it Swedish?
Mr. Shaw : No, madam. It’s English
Mrs. Marsh : Please show me how it washes
Mr. Shaw : Shall I give you a demonstration? Here are some sheets and shirts. You put them in the machine. You shut the door. And you push this button. Do you wish to buy this machine, madam?
Mrs. Marsh : I’m not sure

*From Ship or Sheep, Ann Baker*

4.2 /s/ as in soap

1. Repeat the following words after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>medial</th>
<th>final</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Sheek’</td>
<td>paste</td>
<td>‘circus’</td>
</tr>
<tr>
<td>‘certain’</td>
<td>‘oyster’</td>
<td>‘niece’</td>
</tr>
<tr>
<td>‘cynic’</td>
<td>‘message’</td>
<td>‘peace’</td>
</tr>
<tr>
<td>‘station’</td>
<td>‘gossip’</td>
<td>‘useless’</td>
</tr>
<tr>
<td>‘cyst’</td>
<td>‘blessing’</td>
<td>‘verse’</td>
</tr>
</tbody>
</table>
2. Tick the right word when the teacher says one of the two words in each pair.

3. The following dialogue has words containing /s/ and /z/. Practice reading the dialogue aloud.

**Surprises in the Post Office**

Mrs. Smith : This parcel smells, Mrs. Jones.
Mrs. Jones : Something’s written on it.
Mrs. Smith : What does it say?
Mrs. Jones : It says: This parcel contains six mice.
Mrs. Smith : Pooh!
Mrs. Jones : Listen! What’s in this sack?
Mrs. Smith : It’s making a strange hissing noise.
Sack : (hisses) Sssssss!
Mrs. Jones : Mrs. Smith! It’s a sack of snakes!
Mrs. Smith : So it is! And what’s in this box, Mrs. Jones?
Mrs. Jones : It’s making a buzzing sound.
Box : (buzzes) Zzzzzzzz!
Mrs. Smith : These are bees!
Mrs. Smith : A parcel of mice! And a sack of snakes! And a box of bees! This is very surprising.
Mrs. Jones : It’s amazing. This isn’t a post office, Mrs. Jones, it’s a zoo!

*From Ship or Sheep, Ann Baker*
1. The following words have / θ /. Repeat the words after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>'thorough</td>
<td>'ethics</td>
<td>wrath</td>
</tr>
<tr>
<td>thought</td>
<td>'method</td>
<td>bath</td>
</tr>
<tr>
<td>'theatre</td>
<td>'healthy</td>
<td>faith</td>
</tr>
<tr>
<td>'thousand</td>
<td>ath 'letic</td>
<td>warmth</td>
</tr>
<tr>
<td>three</td>
<td>'lengthy</td>
<td>eighth</td>
</tr>
<tr>
<td>throat</td>
<td>moths</td>
<td>cloth</td>
</tr>
</tbody>
</table>

2. Repeat the following sentences after the teacher.

a. Both the muddy paths go through his park.

b. "In good faith", said the thief, "I thought about it thoroughly."

c. Just think of the things we 'll do on Thursday.

d. Do you know the old words like doth and hath and kith?

e. Thank you very much.

1. The following words have the sound [ δ ]. Repeat these after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>'either</td>
<td>teethe</td>
</tr>
<tr>
<td>these</td>
<td>'lather</td>
<td>bathe</td>
</tr>
<tr>
<td>those</td>
<td>'leather</td>
<td>with</td>
</tr>
<tr>
<td>they</td>
<td>'brother</td>
<td>writhe</td>
</tr>
<tr>
<td>that</td>
<td>rhythm</td>
<td>smooth</td>
</tr>
<tr>
<td>thins</td>
<td>'breathing</td>
<td>clothe</td>
</tr>
<tr>
<td>though</td>
<td>'bother</td>
<td>wreathe</td>
</tr>
</tbody>
</table>
2. The following sentences have words containing / 6 /. Repeat these after the teacher.
   a. Mother and others dealt with thirty thousand feathers.
   b. The boy is bathing against his father’s wishes.
   c. You know Aunt Shobha. She’s my father’s mother’s brother’s cousin.
   d. It’s a wise father that knows his own child.

3. Say the following lines with rhythm.
   under the ‘greenwood ‘tree
   who ‘loves to ‘lie with ‘me,
   and ‘tune his ‘merry ‘note
   unto the ‘sweet bird’s ‘throat,
   come ‘hither, come ‘hither, come ‘hither;
   ‘here shall he ‘see
   ‘no ‘enemy
   but ‘winter and ‘rough ‘weather.

   As you like it, William Shakespeare

4. Here are some sentences containing words that have / 0 / and / 5 /. Listen to the teacher when she reads the sentences and repeat after her him.
   a. His father and mother both suffer from arthritis.
   b. Think of the sounds in you mind’s throat.
   c. Thirty thousand feathers in the throat of thrush.
   d. She ‘ll stick to him through thick and thin.
5. The following lines have /θ/ and /δ/. Say the lines with rhythm.

Martha’s Birthday Party

‘Higher and ‘thither the ‘dancers ‘go

with ‘teeth that ‘smile and ‘eyes that ‘glow.

‘father, ‘mother, ‘sister, ‘brother,

‘greet first ‘one friend ‘then a ‘nother.

‘youth and ‘age can ‘join to ‘gether

rejoicing in this August weather

to celebrate young Martha’s birth

with feasting, drinking, songs and mirth, ..........

From: Sound Sense and Rhythm, D.A.M. Rimbowska

6. Mark the stress in the last three lines on the same rhythmic pattern as the first five lines.

4.7 THE TWO VARIETIES OF /1/

4.7.1 /1/ as in like

1. /1/ occurs in the following words. Repeat the words after the teacher.

leave lord ap’ply

lip loot ‘influence

let bleat glare

land blade ‘liar

a’lone clad ‘flower

al’low ‘butler slice
Note: (a) The sound [1] in the above words is made with the tongue touching the teeth ridge, the hard convex part just behind the teeth. The air passes through at the sides of the tongue. The sound, thus produced is called a clear [1]. (a) clear [1] is always used when followed by any vowel sound.

(b) [t̚] in the following words is called a dark [t̚].

In making this sound the lip of the tongue touches the teeth ridge and the back part of the tongue towards the soft part of the roof of the mouth just above it. This sound occurs at the end of words and when immediately followed by a consonant.

2. Repeat the following words after the teacher:

<table>
<thead>
<tr>
<th>all</th>
<th>girl</th>
<th>bold</th>
<th>bolt</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>mile</td>
<td>field</td>
<td>spoilt</td>
</tr>
<tr>
<td>meal</td>
<td>oil</td>
<td>called</td>
<td>yield</td>
</tr>
<tr>
<td>tell</td>
<td>hole</td>
<td>Alps</td>
<td>‘album</td>
</tr>
<tr>
<td>shall</td>
<td>owl</td>
<td>elbow</td>
<td>cooled</td>
</tr>
</tbody>
</table>

3. Here are some more words containing the dark /t̚/.

‘little  ‘noble  muscle
‘bottle  ‘double  ‘travel
‘needle  ‘cycle   ‘awful
‘people  ‘tremble  ‘social
‘angle   ‘struggle ‘equal

4. Repeat the following sentences after the teacher. Try to make a distinction between the clear [1] and the dark [t̚]. Underline all those words containing a dark [t̚] in the following and check your answers with your teacher.
(a) Kindly allow me to look after my life.

(b) Tall hollyhocks are growing all along the wall.

(c) ‘Look before you leap’ is well said by our elders.

(d) St. Paul’s Cathedral is called after the Apostle Paul.

(e) He has a fearful cold and may have ‘flu.

(f) The lamb bleated loudly.

Note: In connected speech, if / l / occurs in the word-final position and is followed by a word beginning with a vowel, it is a clear / l /.

5. Read the following lines aloud. Underline the words containing a clear [ l ] in the following lines.

Last night you slept on a goose-feather bed,

With the sheet turned down so bravely, O’,

And tonight you’ll sleep in a cold, cold field,

Along with the wraggle taggle gipsies, O!

From: The Wraggle Taggle Gipsies Anonymous

6. Read the following passage aloud, distinguishing between the clear [ l ] and the dark [ ↑ ]. Underline clear [ l ] and dark [ ↑ ] distinctly.

He took out of the envelope, not a letter but a hundred-dollar bill. He looked at me, and again he reddened. He tore the envelope into little bits and gave them to me.

‘Do you mind just throwing them out of the port hole?’

I did as he asked, and then I looked at him with a smile.

‘No one likes being made to look a perfect damned fool,’ he said.

‘Were the pearls real?’
‘If I had a pretty little wife I shouldn’t let her spend a year in New York while I stayed at Kobe,’ he said.

At that moment I did not entirely dislike Mr. Kelada. He reached out for his pocket-book and carefully put in it the hundred-dollar note.

- Mr. Know All, Somerset Maugham.

4.8 /v/ as in very /w/ as in wait

1. In the articulation of /v/ the lower lip touches the upper front teeth and the air is blown between the teeth and lip producing some amount of friction. In the articulation of /w/ on the other hand, there is no friction and the lips are rounded.

2. Underline the words containing the sound [v] in the following sentences with a single line. Underline the words containing the sound [w] with double lines. Try to listen to the distinction between /v/ and /w/ when the teacher reads the following. Repeat the sentences after the teacher.

(a) Did you see victor on Wednesday, Wendy?
(b) It’s lovely and quiet in the woods.
(c) We had veal sandwiches and sweet white wine at about twelve.
(d) When is the van leaving?

3. The following words have the sound [v] in them. Repeat the words after the teacher.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘very’</td>
<td>‘everywhere’</td>
<td>love</td>
</tr>
<tr>
<td>‘vanish’</td>
<td>‘event’</td>
<td>a’plive</td>
</tr>
<tr>
<td>‘vineyard’</td>
<td>‘nephew’</td>
<td>ap ‘prove</td>
</tr>
<tr>
<td>‘vowels’</td>
<td>‘lovely’</td>
<td>‘conclave’</td>
</tr>
</tbody>
</table>
4. Here are some sentences for practice. Repeat them after the teacher.

(a) They violently deprived the victim of his vest.
(b) The van arrived at twelve o'clock.
(c) Five leaves have fallen from the vine.
(d) Where have the villagers vanished?

5. Here are some words containing the sound /w/. Repeat them after the teacher.

<table>
<thead>
<tr>
<th>/w/</th>
<th>/w/</th>
<th>/w/</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
<td>a 'way</td>
<td>square</td>
</tr>
<tr>
<td>'winter</td>
<td>'always</td>
<td>queen</td>
</tr>
<tr>
<td>when</td>
<td>'language</td>
<td>twice</td>
</tr>
<tr>
<td>world</td>
<td>squash</td>
<td>'twenty</td>
</tr>
<tr>
<td>'waving</td>
<td>'equal</td>
<td>'squirrel</td>
</tr>
<tr>
<td>weird</td>
<td>'upward</td>
<td>'quality</td>
</tr>
<tr>
<td>wail</td>
<td>'swimmer</td>
<td>queer</td>
</tr>
</tbody>
</table>

6. The following sentences have words containing the sound /e/. Repeat the sentences after the teacher.

(a) we watched the squirrels quietly.
(b) I wonder if they would wait for a week.
(c) In winter the weather in Wales is wild.
(d) The wicked wolf was quick to attack.
(e) Why won't you wait until Wednesday?

7. Some exercises on /v/ and /w/.

Repeat all these words after the teacher.

<table>
<thead>
<tr>
<th>/v/</th>
<th>/w/</th>
</tr>
</thead>
<tbody>
<tr>
<td>vest</td>
<td>west</td>
</tr>
<tr>
<td>vine</td>
<td>wine</td>
</tr>
<tr>
<td>veal</td>
<td>wheel</td>
</tr>
</tbody>
</table>
8. Here are some more exercises for contrast between /w/ and /v/.

Repeat the sentences after the teacher.

(a) Wasim voted wisely and then waited to visit the winner.

(b) Wasim visited the winner whose visage he'd viewed displayed on the walls.

9. Say it with rhythm:

'He that would 'thrive
mMust 'rise at 'five
'he that hath 'thriven
may 'lie till 'seven.
and 'he that by 'plough would 'thrive
him 'self must either 'hold or 'drive

10. Write all the words containing the consonant /v/ in the above lines. Repeat them after the teacher.

4.9 /r/ as in red

1. Listen to the teacher when she reads out the words. Then read aloud the following words three times each.

reap   rude   ar'ray   pray
rest   write  ar'rive  cruel
wrist  writhe frog   thrive

Note: You will have noticed that the words in the above list contain /r/ which is always pronounced.
2. In British English /r/ is never pronounced in certain environments. It is always pronounced.

(i) When it is followed by a consonant sound, e.g.

- cart [ka:t]
- girl [ɡ ə:ｌ]
- sharp [ ʃa:p]

(ii) When it occurs in the final position of a word, e.g.

- for [fɔ:] 
- bar [bɑ:] 
- there [ðe ə]

(iii) Everywhere else /r/ is pronounced, e.g.

- error [ ‘e ər]
- rouse [raʊz]
- try [traɪ]

3. Read the following words aloud. Here /r/ is not pronounced.

bar  ‘higher  girl
her  ‘tower  arm
sir  ‘sour  ‘armour
care  part  ‘further
oar  bird  ‘harder
more  hurt  ‘order
Note: In connected speech [r] is pronounced when word final /r/ is followed by a word beginning with a vowel. e.g.

Far away [fa:r əwel]

More and more [mo:r ən mo:] [mo:] [mo:]

Her aunt is ill [hər o:n təz ɪl]

Paper and pencil [pepəə ən ˈpɛnsl]

Forever and ever [ˈfɛrvəə ən ˈeva]

4. Read the following aloud. The underlined r's are not pronounced.

(a) I tried to read your letter, but couldn't.
(b) Draw a picture of our president.
(c) The president was given a red-carpet welcome.
(d) The robbers reached the river and ran round and round the rock.

4.10 SYLLABIC CONSONANTS

Usually every syllable has a vowel. In many words ending in an unstressed syllable with either [n] or [l] at the end, the weak vowel of the last syllable is totally dropped out, making [n] or [l] syllabic, e.g. /ˈtʌl/, /ˈtʌn/, /ˈdʌn/, /ˈnʌl/,

/ˈvʌl/ /ˈfl/, /ʃən/ /ˈsʌn/.

1. Say the following words three times each taking care to leave out the weak vowel in the last syllable.

‘apple ‘bundle ‘button ‘tension
‘buckle ‘bangle ‘button ‘burden
‘tackle ‘trifle ‘certain ‘person
‘uncle ‘kettle ‘curtain ‘sudden
2. Repeat the following sentences after the teacher:

(a) The trouble started a couple of days back.

(b) Buy some white buttons for me.

(c) I need an electric kettle, immediately.

(d) Give me bottle of pickle.

(e) My uncle brought me some golden bangle.

4.11 SOME CONSONANT CLUSTERS (INITIAL CLUSTERS)

4.11.1 /sk- / as in school

1. The list below has words beginning with the consonant cluster /sk-/. Read the list or words given below. Be very careful not to insert a vowel sound in the pronunciation of /sk-/ either before the cluster or in between the two consonant sounds forming the cluster.

sink skate scorn
scale skill skimp
scout 'scanty ' skeleton
sky scab score

2. Here are some sentences with /sk- / for practice.

(a) He’s scaling the sky-touching mountains.

(b) Don’t scare the child. It’ll start screaming.

(c) When one suffers from scurvy he gets scabs on his skin.

(d) The scare-crow didn’t scare the animals in field but the skylark.
4.11.2  / sp-/ as in spoon

1. The words in the list below have the consonant cluster [ sp- ] in them. Repeat all the words after the teacher.

spin  speak  spend
span  sport  spoke
'special  speed  spoil
spouse  spank  spur

2. Read each of the following sentences aloud at least 5 times.
   (a) Do you have a spare pair of spectacles?
   (b) There is a special talk on fabric paints today.
   (c) The room is not spacious enough to accommodate us all.
   (d) Do not spend too much on your son, he'll soon he spoilt.

4.11.3  / st-/ as in station

1. Here are some words beginning with the consonant cluster / st- /. Read the following words aloud. Be very careful not to insert a vowel sound before the cluster.

   Stand  still  'student
   'station  sting  'study
   stem  sty  starve
   stamp  stole  'stupid
   stew  stake  stu'pendous

2. Repeat all the following sentences after the teacher at least five times.
   (a) He reached the bus stop and met his students.
   (b) Don't overstrain yourself.
(c) Stand still and watch the stork.

(d) I could fetch a few stars from the sky climbing the stairs.

4.11.4 Review

/ sk- /, / sp- /, / st- /

1. Read all the sentences below aloud.

(a) How many students attended school yesterday?

(b) He stole a pen from a stall near the bus station.

(c) Why is the stew stinking? It must be stale.

(d) The spectators were spell-bound to see the stage actors before them.

(e) Don’t speak too much. It’ll spoil the mood of the speaker.

(f) You’re wearing a skirt of smooth spun cloth.

(g) The sky looks clear today. Only the skylarks are soaring high.

(h) Strain the tealeaves, add a spoonful of sugar and then stir it well.

4.11.5 /sn-/ as in snow

1. Say the following pairs five times each.

<table>
<thead>
<tr>
<th>sow</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>seek</td>
<td>sneak</td>
</tr>
<tr>
<td>seer</td>
<td>sneer</td>
</tr>
<tr>
<td>sip</td>
<td>snip</td>
</tr>
</tbody>
</table>

2. Repeat the following sentences after the teacher.

(a) Don’t walk on the snow, you ‘ll slip.

(b) The dog sniffed at the fish.

(c) He snores when the snoozes.
3. Read the words aloud. Listen to the teacher when she says the words and correct yourself.

- snap  
- snack  
- snake  
- snooty
- snarl  
- sneeze  
- snail  
- snort
- snare  
- snob  
- snuff  
- snub

4.11.6 /sm-/ as in small

Say [s], prolong it and then add [m]. Now reduce the length of the initial [s]

1. Read the following words aloud.

- small  
- smooth
- smack  
- smite
- smell  
- ‘smoulder
- smile  
- smudge
- smoke  
- ‘smocking

2. Repeat the following after the teacher.

(a) That small girl smiles at everyday the teacher.

(b) Smita is smarter than her brother.

(c) These two small children are wearing frocks with smocking on it.

(d) If it smells of smoke, don’t eat it.

4.11.7 /sl-/ as in slow

1. Read the words given in the list below. Listen to the teacher and try to pronounce the words as she does.

- slack  
- sly
- slam  
- sleep
- slip  
- slare
2. Read the following sentences aloud.
   (a) Walk slow or you 'll slip.
   (b) He ate two slices of bread in a second.
   (c) You can't become slim if you sleep in the afternoon.
   (d) These three slender girls slipped on the snow.

3. Repeat the following words after the teacher.
   - slew 'slender
   - slum 'slacken
   - slang slight
   - slide slit
   - slip slate

4.11.8 Review:

1. Read the following sentences aloud. Check your pronunciation when you listen to the teacher reading these.
   (a) I can't sleep of there's a smell of smoke in my room.
   (b) The stout man standing near the bus stop smiles at me.
   (c) He scribbled something on a piece of paper and slipped it into my pocket.
   (d) That small boy goes to school only with a slate in his bag.

2. Read the following words aloud.
   - Stare sprout squeeze
   - 'skyscraper shrewd squint
   - smelt shrink 'stranger
   - spree sneer 'sprightly
   - strength spur slur
4.12 SOME CONSONANT CLUSTERS (FINAL CLUSTERS)

1. Here are some words containing consonant clusters in the final position. Listen to the teacher when the reads the words. Repeat after him.

\[-tʃ t/ \quad /-ft/

eached attached theft coughed laughed soft

\/-st/

best tossed first crushed pushed hushed lashed

\/-bd/

robbed throbbed bange hanged

\/-gd/

bagged begged changed hinged

\/-vd/

served starved eight

\/-dʒd/

judged bridged width breath

\/-mpts/

prompts at’empts ‘lakes cakes

\/-ksθ /

sixth sixths acts re’jects

\/-lθ /

twelft twelfths asks tasks risks

\/-ksθ / \quad /-kts/

\/-lθ /

\/-skts/
5.1.3 These are pronounced /s/ after a voiceless consonant such as /p, t, k, f, θ/ (except /s, f, tf/). Say the following words.

- cup [kʌps]
- pat [pæts]
- take [teiks]
- laugh [lɑːfs]
- path [pɑːθ]

Note: You must have noted that same rule applies to the following

(i) Plural of nouns: cats, bags, boxes

Jack’s father’s pen [dʒæk fəːz pen]

George’s knife [dʒɪdʒ nlf]

Beg [beg]  

Breathe [briːz]

Note: You must have noted that same rule applies to the following

(i) Plural of nouns: cats, bags, boxes

(iii) The third person singular number and present tense of verb: walks, robs, and catches.

Inflectional suffixes do not affect the accent.

1. Read the following lines from your textbook. Note the suffixes /s/, /z/ and /iz/ in the following dialogue:

Myself: I am trying to write a book on Civilization, and I want to find out what being civilized is. What do you think?

Lucy: Oh, I suppose, wearing proper clothes, riding about in buses and cars, having money to buy things and shops to buy them in.

My self: Yes, but babies wear proper clotlhes, and Mrs. X rides in buses, and buys things in shops. Would you say that babies and Mrs. X were civilized?

- A Talk, C.E.M. Joad

2. Say it with rhythm. Read the following lines containing words with the suffixes /s/, /z/ and /iz/.

And 'out of the 'houses the 'rats came
‘tumbling; ‘Great rats, 'small rats, ‘lean rats, ‘brawny rats,
‘Brown rats, ‘black rats, ‘gray rats, ‘tawny rats,
‘Grave old ‘plodders, ‘gay young ‘fris ers,
‘Fathers, ‘mothers, ‘uncles, ‘cousins,
‘cocking ‘tails and ‘pricking, ‘whiskers,
Families by ‘tens and ‘dozens;

Brothers, ‘sisters, ‘husbands, wives –

Followed the ‘Piper ‘ for their ‘lives.

- The Pied Piper of Hamelin, Robert Browning

Unit V: INFLECTIONAL SUFFIXES

5.2 -d and -ed (past form of verbs)

5.2.1 These are pronounced as /Id/ after /t/ and /d/. Repeat the following after the teacher.

defend defended [dɪˈfendɪd]
present presented [ˈprɛzntɪd]
want wanted [wɒntɪd]
deceived decided [dɪˈsiːld]

5.2.2 -d and -ed are pronounced /d/ after a vowel or a voiced consonant (except /d/). Repeat after the teacher when the teacher says the following words:

marry married [ˈmærɪd]
wonder wondered [ˈwʌndəd]
breathe breathed [briːð]
cancel cancelled [ˈkænsəld]
realise realise [rɪˈləlɪzd]
open opened [ˈɔpənd]
frown frowned [frʌnd]
dive dived [ˈdaɪvd]
damage damaged [ˈdæmɪdʒd]

5.2.3 -d and -ed are pronounced /t/ after a voiceless consonant (except /v/)
repeat the following after the teacher.

launch launched [ˈlɒntʃt]
look looked [lukt]
hop hopped [hɒpt]
laugh laughed [laːft]
a’nnounce a’nnounced [a’næn下游]
‘flourish ‘flourished [ˈflɔːrɪʃt]

5.2.4 Here are some words with inflectional suffixes, that is, the past tense markers -d and -ed. Repeat the following after the teacher.

graze grazed [ɡreɪzd]
com’pel com’elled [kəmˈpelɪd]
fetch fetch [fetʃt]
push pushed [pʊʃt]
con’fess con’fessed [kənˈfɛst]
mark marked [mɑːkt]
wish wished [wɪʃt]
point pointed [pɔɪntɪd]
name named [neɪmd]

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Note: You must have noticed that these suffixes also do not affect the accent.

1. Read the following lines aloud from your textbook. Note the suffixes /t/, /d/ and /Id/ in the following:

On morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King’s musician passing by. It was really only a linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North wind ceased roaring and a delicious perfume came to him through the open casement. “I believe the Spring has come at last.” Said the Giant; and he jumped out of bed and looked out.

5.3 SUFFIXES AND THEIR PRONUNCIATION

5.3.1 In the case of words ending with the suffix -less, the vowel is weakened because the suffix is unstressed. It is therefore pronounced /lls/, and not /les/.

Repeat all the words after the teacher.

‘helpless ‘wireless [ ‘wai:lls ]
‘baseless ‘useless [ ‘ju:slss ]
‘worthless ‘senseless
5.3.2 Similarly words ending in –ness are not stressed on the ending. The suffix –ness is pronounced /nls/. Note the spelling, pronunciation and stress in these words and repeat after the teacher.

‘goodness ‘witness
‘illness ‘greediness
‘foolishness ‘uselessness
‘firmness ‘sportiveness

5.3.3 Words ending with suffixes –ass and –ess are not accented on the suffixes. The suffix –ass is pronounced /as/ and the suffix –ess is pronounced /Is/.

Note the spelling, pronunciation and accent in these words. Repeat all the following words after the teacher.

-ass / s /

‘compass [‘kompəs] ‘trespass [‘trespəs]
‘em’brass [‘ɪmˈbærəs] ‘harrass [‘hærəs]

-ess / Is /

‘goddess ‘poetess
‘duchess ‘lioness

5.4 UNSTRESSED PREFIXE

5.4.1 Words which begin with unstressed prefixes be-, de-, pre-, re-, se- are pronounced with /l/ or /l/. Repeat all the following words.

‘priceless ‘aimless
be 'come  re 'peat  de 'lay  re 'cite
be 'fore  re 'tain  de 'vice  re 'late
de 'pend  se 'lect  de 'note  re 'hear se
de 'cision  be 'hind  de 'tain  se 'crete
er 'tend  be 'tween  pre 'serve  se 'date

5.4.2 Prefixes e-, em-, en-, ex- are pronounced with /I/ when these are
unaccented. Say all the following words loudly. These prefixes pronounced
with a weak vowel are never stressed.

  e 'lect  em 'bed  en 'danger  ex 'change
ef 'fect  em 'bark  an 'able  ex 'pire
e 'rect  am 'barass  en 'closure  ex 'ist
e 'ject  en 'gage  en 'quire  ex 'perience
em 'ploy  en 'joy  ex 'pect  ex 'tend

5.4.3 Unstressed prefixes pro-, col-, com-, con-, cor- and su- are pronounced
with the weak vowel / /. Repeat all the words after the teacher.

  pro 'tect  com 'mercial  cor 'rode
pro 'nounce  con: 'bine  sug 'gest
pro 'hibit  c om 'mand  sup 'pose
pro 'claim  con 'sider  sur 'round
col 'lide  con 'nect  sur 'prise
col 'lect  con 'clude  suc 'ceed
col 'lapse  cor 'rect  sus 'pect
5.4.4 Prefix *a-* is pronounced as / a / and is invariably unaccented. Say the following words with the accent on the appropriate syllable.

- al ‘lot
- ac ‘cess
- a ‘bandon
- a ‘bode
- a ‘bort
- a ‘board
- a ‘brupt
- a ‘buse

- a ‘quire
- ac ‘cuse
- a ‘cute
- a ‘dapt
- a ‘dopt
- as ‘sume
- a ‘mount
- a ‘midst

a ‘ppoint
a ‘roma
a ‘side
a ‘tonement
a ‘trocious
at ‘tempt
at ‘tention
an ‘nounce

UNIT VI: WORD ACCENT

6.1 Words with the stress on the 1st Syllable

6.1.1 Each of the following words have two syllables. The first syllable in each word is more prominent than the second. Hence the accent is said to be on the first syllable. The second syllable is said to be unaccented. Repeat each word after the teacher.

- ‘even / i: /
- ‘English / I /
- ‘ever / e /
- ‘actor / æ /
- ‘useful /u:/
- ‘almond / a: /
- ‘offer / ɔ /
- ‘author / ɔ: /
- ‘pulley / U /
- ‘butter / ʌ /
Note: your may have noticed that the words in the above lists contain all the vowels except /ə/ in the first syllable. /ə/ never occurs in an accented syllable. Note also that the second syllable of all these words has a weak vowel. The weak vowels are /a/, /u/ and /i/. Of these /i/ and /u/ are found to occur in both accented and unaccented syllables. But /a/ always occurs only in unaccented syllables.

6.2 Words with the stress on the 2nd Syllable

The following lists have disyllabic words i.e., words of 2nd syllables. Here the accent is on the second syllable of these words. Repeat the words after the teacher.

a 'board a 'way de 'fend sup 'port
ac 'cord a 'void de 'story pre 'side
ad 'mit a 'round di 'vide pro 'duce
a 'dopt com 'mand di 'rect pre 'pare
a 'ffaid com 'pare dis 'ease wi 'thout
a 'gainst con 'trol dis 'cuss ex 'tend
a 'go con 'cern re 'serve ins 'pect
Note, again the unaccented prefixes in the above lists of words have the weak vowels / a / or /ɪ/.

**Review**

1. Mark the stress on the following words. Then read them aloud with proper accentuation.

   - pretend
   - ballot
   - interest
   - colour
   - protect
   - banker
   - intend
   - collect
   - result
   - allot
   - omit
   - judgement
   - normal
   - succeed
   - again
   - mistake
   - easy
   - command
   - follow
   - complete

2. Check your answer when the teacher reads the above words aloud and make the necessary corrections.

3. The teacher will read the following words aloud. You have to say whether the word is accented on the first or the second syllable. Write your answer on the given sheet of paper as follows: prepare – 2 (i.e., second syllable). Check your answer with the teacher.

   - behave
   - agent
   - suggest
   - forgive
   - resent
   - accept
   - suction
   - forward
   - recent
   - admit
   - success
   - office
   - decent
   - advance
   - observe
   - offend
   - design
   - adjust
   - obvious
   - offer
6.3 Polysyllabic words

6.3.1 Here are some words containing 3 syllables each. The teacher will read out all the words. Listen carefully and note the accentuation. Repeat the words after the teacher taking care to stress the right syllable.

'circulate 'memory 'punishment
'delicately 'family 'instrument
'hesitate 'agony 'ornament

6.3.2 Some more words with three syllables are given here. Listen to the teacher and repeat as before.

'capital 'minister 'possible
'hospital 'circular 'probable
'medical 'similar 'article
'yesterday 'sympathise 'relevant
'holiday 'sacrifice 'relevant

6.3.3 Here are some words containing four syllables each. Listen to the teacher carefully and repeat taking care to stress the appropriate syllable.

ac 'tivity Bi 'ology edu 'cation
ci 'vility zo 'ology decla 'ration
ab 'surdity psy 'chology satis 'faction
so 'nority soci 'ology degra 'dation

6.3.4 Some more words containing four syllables each are given below. Repeat after the teacher taking care to stress the appropriate syllable.

'ceremony 'monastery 'mementary
'matrimony de 'livery 'coronary
Here are some words with four syllables or more. Repeat the words after the teacher.

Opportunity 'momentarily
Responsibility 'temporarily
Magnanimity 'arbitrarily
Generosity 'customarily
Nominative ad 'ministrative
Decorative de 'liberative
Appreciative au 'thoritative
Initiative de 'clarative

6.4 PRONUNCIATION OF -ng

6.4.1 Here are some words ending in -ng. Repeat the words after the teacher.

Young 'morning wrong 'writing
King 'evening hand 'reading
Bring 'lightening bang wring
Swing long sang ring

Note: All the words spelt with -ng in the final position are pronounced /ŋ/ e.g. [klŋ], [mɔːnŋ] and not /ŋg/.

6.4.2 Here are some words with the spelling -ng occurring in the medial position. Repeat the words after the teacher.

‘Finger ‘Younger
‘linger ‘anger
'longer (adj.)  ‘stronger

Note: -ng- preceded and followed by a vowel is pronounced [ŋg] in the above words.

6.4.3 Some more words with –ng- in medial position are given below. Repeat all these after the teacher.

Sing  ‘Singing  ‘Singer
Bring  ‘bringing  ‘bringer
Hang  ‘hanging  ‘hanger
Clang  ‘clanging  ‘clanged
Band  ‘banging  banged
Long  ‘longing  ‘longer

Note: you must have noticed that when –ng- is preceded and followed by a vowel, it is pronounced [ŋ]. You must have also noticed that the words in list 3 are all verbs roots, with inflectional suffixes, -ing and -ed, and with derivational suffix's, -er. All VERBS with –ng ending are pronounced [ŋ] when the suffixes –ing, -ed and –er are added to them. In all other cases (i.e., words that are not verbs) –ng- is pronounced [ŋg] when they are preceded and followed by a vowel.

6.4.4 Here are some with –ng- in medial position. Repeat all these words after the teacher.

Bangle [bæŋgl] wrangle [ræŋgl]
Shingle [ʃŋgl] jungle [dʒŋgl]
Single [slŋgl] dangle [dæŋgl]
Note: -ng- in these words is pronounced [ŋ]. Here -ng- is preceded by a vowel and followed by /l/. Be careful in the pronunciation. Do not insert the vowel /l/ or / between [g] and [l] while saying these words.

6.4.5 Repeat the following after the teacher.

a. Clanging of gongs
b. Longing to sing
c. King of the jungle
d. Something wrong with this bangle.

6.4.6 Here are some lines of verse from your textbook. Read them aloud. Check your pronunciation when the teacher reads them out. Words underlined with a single line have [ŋ] and those with a double line have [ŋŋ].

The ‘sanguine ‘Sunrise, with his ‘meteor ‘eyes.
And his ‘burning ‘plumes out ‘spread,
‘Leaps on the ;back of my ‘sailing ‘rack,
when the ‘morning ‘star shines ‘dead;
‘As n the ;jag of a ‘mountain ‘crag,
Which an ‘earthquake ‘rocks and ‘swings,
An ‘eagle a ‘lit one ‘moment may ‘sit
In the ‘light of its ‘golden ‘wings.
And when ‘sunset may ‘breathe, from the ‘lit sea ‘beneath,
Its ‘ardours of ‘rest and ‘love,
And the ‘crimson ‘pall of ‘eve may ‘fall
From the ‘depth of ‘Heaven a ‘bove,
With 'wings, folded, I 'rest, on mine 'airy 'nest,

As 'still as a 'brooding 'dove.

- The Cloud, P.B. Chelley

6.5 WORD ACCENT: SOME GENERAL PATTERNS

There are certain rules about the accentuation of some word. Try to learn these, and remember to use them whenever you read or speak.

6.5.1 Words ending in -ic, -ical, ically are accented on the syllables immediately before these endings.

- Electric e 'lectric
- Mechanic me 'chanic
- Logic 'logic
- Ronic i 'ronic

- Electrical e 'lectrical
- Chanical me 'chanical
- Logical 'logical
-ronical i 'ronical

6.5.2 Words ending in -ial, ially, are accented on the syllable immediately preceding these endings.

- Material ma 'terial
- Confidential confi 'dential
- Essential es 'sential
- Official of 'ficial

- 'terially ma 'terially
- 'dentially confi 'dentially
- 'sentially es 'sentially
- 'ficially of 'ficially

Repeat all these words after the teacher. Write 2 words each with the above suffixes.

6.5.3 Words with the suffix-ity are accented on the syllable before this ending.

Say the following words with the correct accentual pattern.

- Generosity gene 'rosity
- Responsibility responsi 'bility
- Ability a 'bility
- Electricty elec 'tricity
6.5.4 Words ending with the suffix -ion and -ian are accented on the syllable immediately preceding the suffix. Read the words aloud with the accent on the appropriate syllable.

exami ‘nation  elec ‘trician
expla ‘nation  mu ‘sician
poli ‘tician    mathema ‘tician
‘mention    li ‘brarian
re ‘tention  his ‘torian
decla ‘ration authori ‘tarian

6.5.5 Mark the stress on the following words. Then read the words aloud with the stress on the appropriate syllable. Check your pronunciation when the teacher reads these words.

opportunity  education  industrial
activity      presidential  oddity
explanation  terrific     sanctity
accidental  sacrificial  adverbial
specific      association  initially
university  complexity  cordially
ceremonial  colloquial  hyperbolic
arbitrarily    panic  lunatic
6.5.6 Usually inflectional suffixes do not affect the accent. i.e.

exami’nation exami’ nations
‘decrease (n) ‘decreases
de’crease (v) de’creases
‘penetrate ‘penetrated
de’mand de’manded

6.5.7 There are some derivational suffixes that do not affect the accentual patterns of a word. e.g.

-en, -er, -ful, -ly, -fy, -less, -ness,
-age, -ance, -ment, -ship, -or, -ure,
-ish, -ive, -ice, -hood, -ess, -y, -ter, -ze
sad ‘sadden
at’tract at’tractive
en’gage en’gagement
act ‘actor
en’close en’closure
‘coward ‘cowardice
child ‘childish
‘meaning ‘meaningless
‘bitter ‘bitterness
laugh ‘laughter
‘beauty ‘beautifully
‘author ‘authorship
1. Read all the words given above aloud.

2. Write two examples each of the above suffixes.

3. Read the following with accent on the appropriate syllable.

<table>
<thead>
<tr>
<th>Noun/Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘insult’</td>
<td>in ‘sult</td>
</tr>
<tr>
<td>‘present’</td>
<td>pre ‘sent</td>
</tr>
<tr>
<td>‘record’</td>
<td>re ‘cord</td>
</tr>
<tr>
<td>‘object’</td>
<td>ob ‘ject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun/Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘subject’</td>
<td>sub ‘ject</td>
</tr>
<tr>
<td>‘absent’</td>
<td>ab ‘sent</td>
</tr>
<tr>
<td>‘conduct’</td>
<td>con ‘duct</td>
</tr>
</tbody>
</table>

Note: You will have noticed that both the lists contain the same pair of words, but they are to be pronounced with a different accentual pattern.

Rule: The accentual pattern of a number of English di-syllabic words depends upon their grammatical function. If the words is used as a noun or an adjective...
the accent is generally on the first syllable, if it is used as a verb the accent falls on the second syllable.

4. Some sentences are given below. Place the stress on the appropriate syllables of the words underlined while reading them.

(a) This is an insult to me (N)
I did not mean to insult you. (V)

(b) it is a beautiful object. (N)
I object to your remark. (V)

(c) He made good progress in English. (N)
I hope you will progress further. (V)

(d) I want to keep a record of these events. (N)
I bought a gramophone record yesterday. (N)
I want to record his voice. (V)

(e) It is called the Sahara desert. (N)
Why did you desert him? (V)

5. Note the stress pattern in the following sentences and repeat these after the teacher.

(a) He speaks English with a good ‘accent. (N)
This word is as‘cented on the second syllable. (V)

(b) Look at the ‘contents of this book. (N)
Try to be con‘tented with what we have. (V)

(c) He’s a ‘frequent visitor to our hostel (Adj.)
He used to fre‘quent such places even before. (V)
The result of the *contest* will be declared tomorrow. (N)

He's *con'testing* for presidentship in the coming elections. (V&Adj.)

You were *'absent* yesterday. (Adj.)

Don't *ab'sent* yourself from class tomorrow. (V)

6.5.8 Word ending-*ious* and -*eous* are accented on the syllable just before the suffix. These endings are pronounced / * as /. Read the following words aloud.

- cou'r'ageous
- 'spacious
- 'conscious
- re'log'ious
- 'cautious
- fic'titious

6.5.9 Words ending in -*ate* are accented on two syllables before the suffix if the word has more than two syllables. that is, the accent falls on the third syllable from the end. The ending -*ate* is pronounced / elt/, if the word forms part of verb. In nouns or adjectives the ending -*ate* is pronounced / It /, / at /. Note the spelling, pronunciation and stress in the following words and read them aloud.

- cer'tificate
- 'hesitate
- 'delicate
- 'animate
- 'propagate
- 'separate
- de'liberate
- ap'propriate
- 'ultimate
- in'vestigate
- le'gitimate
- 'intimate

6.5.10 Here are some more words ending in -*ate*. Read the following words aloud taking care to pronounce the words accurately.

- 'passionate
- pro'portionate
- e'laborate
6.6 UNSTRESSED WORD ENDINGS: The Weak Vowel /ə/

6.6.1 In the case of words ending in -er the vowel in the last syllable is pronounced /ə/. Because it is an unstressed syllable say all these words with the accent on the first syllable.

- better
- worker
- letter
- father
- charter
- later
- weather
- teacher
- setter
- farmer
- juggler
- former

6.6.2 Similarly in words ending in -ar, the -ar ending is pronounced /ə/ and never accented. Note the spelling and pronounced of the following words. Say all the words with the accent on the appropriate syllable.

- sugar [ʃʊɡə]
- popular [ˈpɒpjʊlə]
- liar [lərə]
- similar
- scholar
- circular [ˈsaːkjuərə]
- vulgar
- vinegar [ˈvɪŋɡər]
- redlar
- solar [ˈsəʊlə]

6.6.3 -ur ending is pronounced /ə/. Say the following words with the accent on the proper syllable.

- murmur
- augur
- sulphur
- femur
6.6.4 In the case of words ending in -or, the ending is pronounced / ə /.

'error            'orator            'tailor
'sailor           'prior            'jailor
'senior           'motor            sur 'veyor
'tauthor          'suitor            son 'ductor

6.6.5 Unstressed -our ending is pronounced / ə /. Repeat all the words after the teacher.

'humour           'honour           'parlour
'colour           en 'deavour       'labour
be 'haviour      'armour           'neighbour

6.6.6 -re ending is also pronounced / ə /.

'centre [ 'sentə ]         'calibre [ 'kælɪbrə ]
'theater [ 'θeɪtə ]         'meagre [ 'miːg rə]
'litre [ 'liːtə ]           ma 'noeurre [ ma'njuːvə]
'metre [ 'miːtə ]           'massacre [ 'mæsəkə]
'fibre [ 'fʌlə ]           reco 'nnoitre [ reka'nɔɪtə]

Note the spelling and pronunciation of all these words very carefully. Repeat these words after the teacher placing the accent on the appropriate syllable.

Review

1. Write three words with each of these endings. Say all those words with the help of the teacher.
2. Mark stress on the following. Check your answers by referring to the Pronouncing Dictionary.

    vendor          thunder
    secular         consider
    fibre           archer
    parlour         beholder

6.7 UNSTRESSED ENDINGS AND THEIR PRONUNCIATION

Unstressed endings –sion, -tion, -tian and -cian are pronounced / ʃən /.

6.7.1 -sion is pronounced / ʃən / when it is immediately proceed by a vowel. It is pronounced / ʒən / when it is immediate preceded by a vowel. Say all these words after the teacher

    ‘mention       trans ‘lation
    exami ‘nation recep ‘tion
    temp ‘tation  determi ‘nation
    ac ‘tion      re ‘tention
    sen ‘sation   re ‘lation

6.7.2 –sion / ʃən / (after a consonant letter.)

    ‘pension       ‘mission
    ‘tension       ‘passion
    ‘session       con ‘vulsion
6.7.3 -sion / ʒən / (after a vowel letter)

di 'vision
o 'ccasion
de 'cision
super 'vision

6.7.4 -cian / ʃən /

phy 'sician
mu 'sician
tech 'nician

6.7.5 Write five words with each of these endings. Then say all the words.

6.7.6 Unstressed ending -ous, is pronounced /əs/; -cious and -tious are pronounced /ʃəs/; -geous and -gious are pronounced /dʒəs/. Read the following words aloud.

6.7.7 -ous / əs /

'generous 'vigorous 'studious
'famous 'obvious 'de’lirious
'serious spon’taneous 'venomous

6.7.8 -cious, -tious / ʃəs /

'conscious ma’licious 'precious
fic’titious ‘cautious am’bitious
'spacious ju’dicious ‘luscious
6.7.9 -geous, -gious / dʒəʊs /

con’ragous re’ligious con’tagious
‘gorgeous sacri’legious advan’tageous

6.7.10 Unstressed ending -age is pronounced /-Idʒ /. Read the following words aloud.

(a) -age /Idʒ /

‘patronage ‘bondage
‘bandage per’centage
disad’vantage ‘parentage
‘image ‘courage
‘marriage ‘carriage

(b) Unstressed ending -age pronounced /əːʒ / or / əːdʒ / in the following words. Repeat the words after the teacher.

‘garage [ˈɡærəʒ]
‘camouflage [ˈkæməflædʒ]
‘massage [ˈmeɪʒəʒ]
‘sabotage [ˈseɪbətədʒ]

6.7.11 Unstressed ending -ace is pronounced /æs/ , / əs/. Repeat all the above words after the teacher. Note the spelling, pronunciation and accent in all these words.

-ace /æs/

‘preface [ˈprefəs] ‘surface [ˈsaːflə]
‘terrace [ˈterəs] ‘palace [ˈpælsə]
‘menace [ˈmenəs] ‘necklace [ˈnekəls]

6.7.12 -el, -al, -il, -ol are generally all unstressed endings and are therefore to be pronounced /əl/.
Note: In a number or unstressed endings that have [n] or [l] at the end, the vowel in the last syllable is often so weak that it is totally dropped, making [n] or [l] syllabic. e.g. /nl/, /vl/, /fl/, /tl/, /sn/, /tn/, /snt/, /znt/ etc.

- **-el** ending pronounced as /l/ or /l/. Read the following words aloud.

- 'cruel [ˈkrʊəl] model [ˈmɒdl]
- 'vowel [ˈvɔːl] gospel [ˈgɒspəl]
- 'channel [ˈtʃænl] jewel [ˈdʒuːəl]
- travel [ˈtrævl] enamel [ˈɪnæml]

Unstressed word ending -il is pronounced /əl/ or /l/. Note the pronunciation of these endings. Say all the following words with the stress on the appropriate syllables.

- 'April [ˈəprəl] 'devil [ˈdevl]
- 'pupil [ˈpjuːpl] 'pencil [ˈpensl]

Word ending -ol is pronounced /əl/ or /l/. Repeat all the words after the teacher.

- 'petrol [ˈpɛtrəl] 'symbol [ˈsɪmbəl]
- 'pistol [ˈpɪstl] 'idol [ˈɪdəl]

- **-al** ending is pronounced /əl/ or /l/. Note the spelling and pronunciation of the following words and read them aloud.

- 'legal [ˈlɪɡl] 'annual [ˈænjʊəl]
- 'journal [ˈdʒərənl] 'aerial [ˈeərɪəl]
1.8 UNSTRESSED WORD ENDINGS AND THEIR PRONUNCIATION

Read the following words given in the exercises below aloud. Word with unstressed ending -and, -ant, -ent, -ance, -ence are pronounced as shown below.

- and / and /
- and-
- end

- ance
- ence

6.8.1 - and / and /
  ‘errand
  ‘thousand

6.8.2 - ant / ant /
  ‘brilliant
  ‘merchant
  ‘infant
  ‘fragrant

6.8.3 - ent / ant /
  ‘innocent ['Inasant ]
  ‘different ['difront]
6.8.4 -ance / əns/

'balance  'clearance  'radiance
'nuisance  'instance  'circumstance
'vengeance  'substance  'hindrance

6.8.5 -ence / əns/ /ns/

'presence ['prezn]  'license [læjsn]
'influence ['inflʊəns]  'conference [konfərans]
existence  'absence
'occurrence  'essence
'sentence  'prudence

6.8.6 Mark the stress on the following words. Then read the words aloud.

Impertinent  consultant  remembrance
Abhorrence  accountant  ardent
Descendant  conveyance  patent
Assurance  regent  assailant
Inference  coincidence  indifference

6.8.7 Unstressed ending -et is pronounced / ët / . Repeat the following words after the teacher.

'ticket  'poet
'prophet  'budget
Some exceptions:

'ballet [ 'bael ] 'buffet [ 'bufel ]

6.8.8 In the case of words ending in -ite, the unstressed ending -ite has two different pronunciations, / It / and / aIt /. Note the spelling and pronunciation in the following words. Repeat the words after the teacher.

(a) -ite pronounced as / It /

'favourite 'hypocrite 'requisite
'definite 'opposite 'exquisite

(b) -ite pronounced as / aIt /

'parasite 'finite 'appetite
'definite 'opposite 'expedite

6.8.9 Unstressed endings -ice and -ise are pronounced / Is /. Read the following words aloud.

(a) -ice ending pronounced as / Is /

'office 'prejudice 'practice
'service ac'complice ap'prentice

(b) -ise ending pronounced as / Is /

'practice 'premise (n) 'promise
'anise 'mortise 'treatise [ tri:tIs ]

Life's Like That

Annoyed at the bird's eating our apples, my father put a scare crow in the orchard. To make it look realistic, he placed an opened umbrella in its hand.
Next morning we looked out of the window to see the birds under the umbrella, sheltering themselves from the pouring rain – and still enjoying the apples:

_T.D. Ireland, Reader’s Digest._

_Imagination_

A friend of ours, bent on making a mountain of a molehill in which she live, refers to the straw mat at her door as the “mud room.” A studio couch signals the “bed room”, a table full of books constitutes the ‘library’, and the cupboard where she keeps her tiny television set is the “media center”.

After reading an article that described an elaborately equipped “entertainment command post”, she now has one too. “This”, she says as she leads visitors on a tour of her studio, “is my entertainment command post.” And she points to the window. _- The New York Times._

### 6.9 Word Endings and Their Pronunciation

#### 6.9.1 Unstressed Endings

- Unstressed endings –ain, -en, -on, -an, are usually pronounced /ɪn/ or /n/. In some words the vowel is entirely dropped and it is pronounced /n/.

- **-en** ending pronounced /n/ or /n/. Read the following words three times each.

  - ‘citizen’
  - ‘chicken’
  - ‘eleven’
  - ‘fasten’
  - ‘spoken’
  - ‘garden’
  - ‘kitchen’

- **-on** /n/ or /n/. Read the following words aloud:

  - ‘common’
  - ‘reason’

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6.9.4 Read aloud the following words three times each. These words ending in
-an are pronounced /n/.

'cardigan  'urban
'Roman  'organ
veteran  'woman

Words ending in -ain pronounced as /n/or/In/or/n/

'mountain  'bargain
'certain  'villain
'captain  'curtain
'Britain  'fountain

Repeat three words each after the teacher. Note the spelling and pronunciation of all these words.

6.9.5 Write three words each with -en, -on-, -ain and -an endings. Now read them aloud-taking care to stress the right syllable in each word. Listen to the teacher and check your pronunciation.

UNIT VII: STRESS SHIFT

1. Note the stress pattern in the following words. Read aloud the following sequences of words with the accent on the appropriate syllable.

'politics po 'litical poli 'tician
'democrat de 'mocracy demo 'cratic
'personal per 'sonify perso 'nality
'family fa 'miliar famili 'arity
'telegraph te 'legraphy tale 'graphic
Note: You will notice that in the words given above the stress shifts with the addition of the derivational suffixes.

2. Here are some more words for practice.

‘intellect in’telligence intel ‘lectual
‘contemplate con ‘templative contem ‘plation
‘competence com ‘petitor compe ‘tition
‘diplomat dip ‘lomacy diplo ‘matic
‘photograph ‘pho ‘tography photo ‘graphic

Note: We have thus seen the following stress rules with regard of suffixes,

(a) Inflectional suffixes do not affect the stress pattern.
Exami ‘nation exami ‘nations
‘interest ‘interesting
con ‘duct co ‘ducted

(b) Some derivational suffixes also such as, -age, -ance, -en, -er, -ess, -ful, -hood, -ice, -ish, -ive, -less, -ly, -ment, -ness-, -or, -ship, -ter, -ure, -y, -zen, do not affect the accentual pattern e.g.

‘beauty ‘beautiful ‘beautify
dic ‘tate dic ‘tator dic ‘tatorship

(c) However, stress shift is quite normal in the case of certain other derivational suffixes. E.g.

a ‘cademy aca ‘demic acade ‘mician

Words ending in -ic (aca ‘demic) and also in -ian (acade ‘mician) are accented on the syllable preceding the suffix. When this rule is applied to the noun a’cademy in deriving the adjective aca ‘demic, the stress is seen to shift form...
the second syllable to the third; and in deriving the noun *academic* form the adjective *academic*, the stress is seen to shift from the third syllable to the fourth. The words in exercises 1 and 2 above are of this type.

### 7.1 SENTENCE STRESS

1. Listen to the teacher when she reads the following sentences. Then repeat all the sentences after the teacher with correct accentuation.

(a) She's 'gone to 'school.
(b) I'm 'fond of 'plums.
(c) I 'like my 'new 'house.
(d) We 'went for a 'walk in the 'evening.
(e) They 'go for a 'ride in the 'morning.
(f) Her 'sister is a 'lovely 'girl.

**Note:** You will have noticed that the important words in a sentence, that is, words that are important in conveying the meaning of a sentence, are generally the ones, which are accented.

In connected speech, content words, i.e., nouns, main verbs, adjectives and adverbs are accented. Grammatical words such as articles, personal and relative pronouns, auxiliary verbs, prepositions and conjunctions are generally not accented.

In connected speech when a di-syllabic or polysyllabic words is accented, the accent falls on the syllable that is normally accented when the word is said in isolation. e.g.
In English the accented syllables occur at regular intervals of time, irrespective of the number of unaccented syllables between any two accented syllables. This makes for what is called the characteristic rhythm of English.

2. Read the following sentences with correct accentual and rhythmic pattern.

(a) ‘Answer my ‘questions.
(b) ‘Send her a ‘way.
(c) ‘When did you ‘see him ‘last.
(d) ‘Go at ‘once
(e) It’s ‘difficult to be ‘live
(f) The ‘people are in ‘side the ‘house.

3. Say it with rhythm:

Be ;hold her ‘single in the ‘field
Yon ‘solitary ‘highland ‘lass;
‘Reaping and ‘singing by her ‘self
‘Stop here or ‘gently ‘pass.

- The Solitary Reaper, William Wordsworth

4. Read aloud the following sentences three times each.

(a) we ‘note your ‘wishes and ‘hope to ‘follow them ‘up.
(b) It’s ‘quite a ‘simple ‘game.
(c) The ‘man in that ‘chair is ‘always ‘cheerful.
(d) He'll be 'gald to 'get a 'good 'book as a 'gift.

5. Mark the stress on the appropriate syllables in the following sentences. Check with your teacher and read aloud two times each.

(a) He gained nothing by going to the garage.

(b) Try the tongue-twister about the flute tutor.

(c) He ha a noisy voice and spoils our enjoyment.

(d) Honor your father and mother.

6. Read the following lines aloud:

He 'came into the 'room to 'shut the 'windows while
We were 'still in 'bed and I 'saw he 'looked 'ill.
He was 'shivering, his 'face was 'white, and he
'walked 'slowly as though it 'ached to 'move.

- *A Day's Wait*, E.M. Hemingway

7. Mark the stress on the appropriate syllable of words in the following passage. Check with your teacher and read it aloud.

Let me relate what happened. Todd borrowed this dollar last year on the 8th of April (I mention the date in case this should ever meet Todd's eye). Just as he was to leave for Bermuda. He needed a dollar in change to pay his taxi; and I lent it to him. It happened quite simply and naturally, I hardly realized it ill was all over. He merely said, “Let me have a dollar, will you?” And I Said, “Certainly. Is a dollar enough?” I believe, in fact I know, that when Todd took that dollar he meant to pay for it.
8. Listen to the teacher when she reads the following sentences. Then repeat all the sentences after the teacher with correct accentuation.

(i) The 'car 'stopped.
(ii) And the 'car 'stopped.
(iii) The 'black 'car 'stopped.
(iv) The 'car in'front 'stopped.
(v) The 'car 'stopped 'suddenly.
(vi) The 'car had 'almost stopped.
(vii) The 'car be'hind 'stopped at the 'corner.

9. Say it with rhythm:

It was 'roses, 'roses 'all the 'way,  
With 'myrtle 'mixed in my 'path like 'mad;  
The 'house – roofs 'seemed to 'heave and 'sway,  
The 'church-spires 'flamed, such flags they 'had,  
A 'year a’go on 'this very 'day!

- The Patriot, Robert Browning

10. Listen to the teacher and repeat with proper accentuation.

(i) I think he’s 'correct.
(ii) Don’t be a 'fool.
(iii) You 'll 'never a 'gree.
(iv) The 'train is 'late.
(v) ‘Do it your 'self.
(vi) ‘Leave it be 'hind.
11. Listen to the teacher and mark the stress on the appropriate syllables in the following sentences:

(i) Thank you for the book.
(ii) It’s difficult to believe.
(iii) He admitted he was wrong.
(iv) I'm collecting it myself.
(v) I’m going back to work.
(vi) The student went away.

12. Mark the stress on the appropriate syllable of words in the following passage. Check with your teacher and read the passage aloud.

    It was in April, in the year '83 that I work one morning to find Sherlock Holmes standing, fully dressed, by the side of my bed. He was a late riser as a rule, and as the clock on the mantelpiece showed me that it was only a quarter past seven, I blinked up at him in some surprise, and perhaps just a little annoyance, for I was myself regular in my habits.

    - The Speckled Beard, Conan Doyle

SENTENCE STRESS – WEAK FORMS

An important feature of English accentual patterns is that unaccented syllables between the accented syllables tend to become reduced. This means that the vowels in a number of words will be weakened. These words are then said to be pronounced in their weak forms in daily speech, the strong forms being used only in certain restricted contexts.
Notice also that in these cases the vowels have been reduced to either /ə/, /1/ or /U/, the weak vowels. In some cases the vowel is completely dropped.

1. Repeat the following weak forms after the teacher.

<table>
<thead>
<tr>
<th>Articles</th>
<th>Weak forms in British R.P</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>/ə/</td>
</tr>
<tr>
<td>an</td>
<td>/ʔan/</td>
</tr>
<tr>
<td>the</td>
<td>/ðl/ before vowels</td>
</tr>
<tr>
<td></td>
<td>/ðə/ before consonants</td>
</tr>
</tbody>
</table>

**Auxiliary verbs**

| am       | /ʔem, m/                |
| are      | /ər, æ/                 |
| had      | /ʔæd, æd, d/            |
| have     | /ʔæv, æv, v/            |

**Auxiliary verbs**

| is       | /z, s/                  |
| was      | /wəz/                   |
| shall    | /ʃl/                    |
| will     | /l/                     |
| would    | /æd, d/                 |
| were     | /wə/                    |
Conjunctions

and / and, an, n /
that / that /
than / than /

Prepositions

at / at /
for / for /
from / from /
of / of /
to / to /

Note: You will have noticed that all the above words, in which the vowels have been weakened, are grammatical or structural words.

2. Read the following taking care to weaken the vowels in the underlined words.

(i) / a / a book; a pen; a table; a pencil
(ii) / ə / the book; the pen; the table; the pencil
(iii) / I / the orange; the earth; the elephant; the end
(iv) / s / what is it? What is the time? What is his name
(v) / ə, ət / the house, that jack built; the light that failed.
(vi) / ə z / as soon as; as far as; as long as.
3. Listen to the teacher and read the sentences aloud taking care to use the weak forms of the words underlined:

(i) I 'sent them a'noie
(ii) 'Give it to 'John.
(iii) We 'need 'more than that.
(iv) 'You and 'I.
(v) 'Bread and 'butter
(vi) as 'fas as I 'know
(vii) as a 'matter of 'fact
(viii) whe'rever can it be.
(ix) 'What is the matter?
(x) From 'time to 'time.

4. Read the following dialogue taking to use the weak forms of the underlined words.

**Going to the Movie**

Leela: 'Hi, Ira.

Ira: 'Hi 'What are you 'doing here?

Leela: we are planning to 'see a' movie.

Ira: Even 'I and 'Dolly are 'going to 'see a 'movie.

We have al'ready bought 'tickers for this 'show.

Leela: Is it a 'good 'movie?
Ira: Oh! Don’t you know it has won several awards?

Leela: Okay, shall we join them Eva?

Eva: I don’t think we can get tickets now. It is already Six o’clock. Anyway, let us try.

Leela: (to the ticket seller) Let me have two tickets, please.

Ticket Seller: Sorry Just now the last has been sold. You have to wait for the next show.

Eva: Let us buy advance tickets for the evening show tomorrow. We will be late to wait for the next show today.

Leela: You are correct Eva. See you Ira. Enjoy your selves.

Ira: Thank you. See you tomorrow.

5. Prepositions generally weakened in other positions are not weakened when they occur word-finally. Listen to the teacher and repeat.

(i) ‘What are you looking at? / æt /

(ii) ‘What’s that for? / fɔː /

(iii) ‘Where does it come from? / frəm/

(iv) ‘What’s it made of? / əv /

(v) ‘Where’s jack going to? / tuː/

UNIT VIII: INTONATION

1. Imagine you are Sreesh and the Doctor. Read the following aloud with stress on appropriate syllables.
At the Doctor's

Ali: I've a 'terrible 'headache and 'sore throat.

Doctor: 'Put this ther 'mometer under your 'tongue. 'No, 'don't try to 'talk.

Ali: 'Do I have a 'high 'temperature?

Doctor: 'yes, 'it's '102°F. You should 'take com'plete 'rest for a 'week.

Ali: But I've to 'leave for Tehran to'day.

Doctor: 'No, you 'can't. You should 'take care of your 'health.

Ali: 'Doctor, 'how to 'get rid of his 'headache?

Doctor: I'm 'writing a pres 'ciption. 'Take the 'first 'medicine 'three time a 'day and the 'second one only after 'breakfast and the 'third one before you 'go to 'bed at 'night. Con 'tinue these for 'four 'days then 'se me on 'Friday.

Ali: Should I post'poned my 'journey?

Doctor: 'yes, of 'course.

2. Read the following:

Invitation for Lunch.

Reza: 'Hello Mr. 'Ali.


Reza: 'Look, I 'wanted to 'ask you – I 'wonder whether you would 'come out to 'lunch with me 'someday.

Ali: 'Why not? I'd 'like to very 'much.

Reza: 'How about to 'morrow?

Ali: 'thank you, but I'm 'tied up to 'morrow

Reza: 'What about 'Friday then?
Ali: 'Just a 'minutre. 'let me see. 'yes, Friday would be 'fine.
Reza: 'Good. Let's 'meet 'here, Shall we?
Ali: 'What time?
Reza: Would 'twelve thirty be 'all 'right?
Ali: 'yes, that will be 'fine.
3. Imagine your are Anne and Sally. Read the dialogue aloud taking care to weaken the vowels in the words underlined. Write the weak forms of the words. Check your answer with the teacher.

Window – shopping
Anne: Hi, Sally.
Sally: oh, ‘hello, Anne, ‘What are you ‘doing?
Anne: I’m ‘shopping. There is a ‘lovely ‘dress here.
Sally: ‘How much does it ‘cost?
Anne: ‘Too much for me!
Sally: Have you ‘been to ‘Liberty yet?
Anne: ‘No, not yet.
Sally: There are some ‘new ‘mink coats. I’m ‘dying to ‘try them no. ‘what ‘time is it, ‘anne?
Anne: It’s ‘ten to ‘four.
Sally: Oh, I’ll be late for the ‘evening ‘class., I must ‘hurry ‘now. ‘Anne, ‘see you on ‘Friday.
Anne: I’ll ‘ring you up and then we ‘ll come for shopping. Bye.
Read the following dialogue aloud.
At the Railway Booking Counter

Hamed: Could you 'give me a requisition slip 'please?

Clerk: 'Here it is.

Hamed: I 'want to re-serve 'three 'berths for 'Delhi.

Clerk: 'Is it for to 'morrow?

Hamed: 'Yes.

Clerk: 'Sorry, only 'to berths are a'vailable. You can 'get 'three berths for 'Friday.

Hamed: But I must 'start to 'morrow. Okay, 'give me 'two 'berths for to 'morrow, 'one preferably; lower 'berths as my 'mother 'll be 'traveling with me.

Clerk: 'Sorry, 'only two 'upper 'berths are a'vailable.

You can 'adjust with 'other 'passengers.

Hamed: But I must "start to"morrow for my 'mother's 'medical 'checkup.

As mentioned earlier the remedial course was conducted within the framework and conducted upon detailed in Chapter II. The result obtained need now to be analysed according to the statistical framework described in Chapter V.