Introduction

- Phonetics is not just about learning how to transcribe.
- Phoneticians look for sounds that create meaning differences.
- Do not describe every movement of the vocal organs.
- E.g. [t] in ‘tie’ might be pronounced with tip or blade of the tongue against the alveolar ridge.
Phonology

- Phonology is the description of the systems and patterns of sounds that occur in a language.
- Distinctive sounds in a language
- Children do this when they learn their language
  - Right and white

Phonemes

- When two sounds can be used to differentiate words – **phonemes**
  - cat – bat
  - right – white
- Some sounds do not convey any difference in meaning
  - ‘purple’ in Arabic maybe pronounced with [f] or [v]
Phonemes

- Differences that do not change the meaning of the word
  - *pop* – difference between initial and last [p]
  - [k] in ‘*key*’ and ‘*car*’
  - [t] in ‘*true*’ and ‘*tea*’
  - [n] in ‘*ten*’ and ‘*tenth*’
  - [t] in ‘*pit*’ and ‘*pity*’
  - [l] in ‘*lay*’ and ‘*play*’

Phonemes

- A phoneme is a name for group of sounds
- Different variations of a single meaning distinguishing sound
- Two types of transcriptions
  - *Broad (phonemic) transcription*- ignores as many details as possible
  - *Narrow transcription*- captures a specific pronunciation
- The phonetic symbols we will use
  - International Phonetic Alphabet
The transcription of consonants

- Contrasting consonants in English
- Minimal set- words that differ in only one sound
- Go to your book page 26
- Pie and pea

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<table>
<thead>
<tr>
<th>English has the following consonant phonemes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voiceless</strong></td>
</tr>
<tr>
<td><strong>stops:</strong></td>
</tr>
<tr>
<td>/p/ as in 'pea'</td>
</tr>
<tr>
<td>/t/ as in 'tea'</td>
</tr>
<tr>
<td>/k/ as in 'key'</td>
</tr>
</tbody>
</table>

- **nasals:**
  - /m/ as in 'map'
  - /n/ as in 'nap'
  - /ŋ/ as in 'hang'
The transcription of consonants

- **Fricatives:**
  - /t/ as in 'fat'
  - /θ/ as in 'thin'
  - /s/ as in 'sip'
  - /ʃ/ as in 'ship'
  - /h/ as in 'hat'
  - /v/ as in 'vat'
  - /ð/ as in 'that'
  - /z/ as in 'zip'
  - /ʒ/ as in 'measure'

- **Affricates:**
  - /tʃ/ as in 'chin'
  - /dʒ/ as in 'gin'

- **approximants: liquids:**
  - /l/ as in 'led'
  - /r/ as in 'red'

- **glides:**
  - /j/ as in 'yet'
  - /w/ as in 'wet'
The transcription of consonants

- Some consonants contrast with others only in the middle or end of words.
  - *ng* represent one sound and never occur at the beginning of a word
    - Rang – ram- ran
  - Contrast between the consonants in the middle of ‘mission’ and ‘vision’ symbolized /ʃ/ and /ʒ/ respectively
  - /ʒ/ may occur initially in French words such as ‘Jean’

The transcription of consonants

- /tʃ/ and /dʒ/
- A single unit or a sequence of two consonants.
- ‘white shoes’ and ‘why choose’
- Difference in the timing of articulation involved.
- No examples with /dʒ/. *Why?*
The transcription of consonants

- Most of the symbols are the same letters we use in spelling, but some variations occur:

- The following consonant letters have (nearly always) their usual English sound values:

  - p, b, t, d, k, m, n, l, r, f, v, z, h, w

<table>
<thead>
<tr>
<th>letter</th>
<th>phonemes</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>/s/ /k/</td>
<td>cellar /s/ club /k/ access /ks/</td>
</tr>
<tr>
<td>ck</td>
<td>/k/</td>
<td>pick /k/</td>
</tr>
<tr>
<td>g</td>
<td>/g/ /dʒ/ /ʒ/</td>
<td>get /g/ age /dʒ/ beige /ʒ/</td>
</tr>
<tr>
<td>x</td>
<td>/ks/</td>
<td>box /ks/</td>
</tr>
<tr>
<td>qu</td>
<td>/kw/</td>
<td>queen /kw/</td>
</tr>
</tbody>
</table>
The transcription of consonants

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<tbody>
<tr>
<td>s</td>
<td>/s/ or /z/</td>
<td>sign or basis, please or rose</td>
</tr>
<tr>
<td></td>
<td>/ʒ/ in some words of French origins</td>
<td>measure or vision</td>
</tr>
<tr>
<td>th</td>
<td>/ð/ or /θ/</td>
<td>with, thy, they, then /ð/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thin, thigh, bath /θ/ mother, father /ð/</td>
</tr>
</tbody>
</table>

Relationship between /ʃ, ʒ, tʃ, dʒ / phonemes and letters:

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<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʃ/</td>
<td>sh, ti, ssi</td>
<td>fish, station, expression</td>
</tr>
<tr>
<td>ʒ</td>
<td>g, s</td>
<td>beige, measure, vision</td>
</tr>
<tr>
<td>dʒ</td>
<td>j, g, dg</td>
<td>judge, age, jeep</td>
</tr>
<tr>
<td>tʃ</td>
<td>ch, tch, tu</td>
<td>teacher, butcher, nature</td>
</tr>
</tbody>
</table>
The transcription of consonants

- Consider: ‘which’ and ‘witch’, ‘whether’ and ‘weather’
- Transcribed with an initial [h] before [w]

See you next class 😊