

7. Lateral consonant جائیں

One English consonant - /l/ - is formed laterally, that is, instead of the breath passing down the centre of the mouth, it passes round the sides of an obstruction set up in the centre. The position of the organs of speech for /l/ as in 'level' is shown in Figure 23.

Notice

1. The soft palate is raised
2. The tongue - tip (and the sides of the tongue-blade which cannot be seen in the diagram) are in firm contact with the alveolar ridge, obstructing the centre of the mouth.
3. The sides of the remainder of the tongue are not in contact with the sides of the palate, so air can pass between the sides of the tongue and the palate, round the central obstruction formed by the tip ~~of the~~ blade of the tongue and so out of the mouth.
4. The sound is voiced and there is no friction (except when it is immediately after /p/ or /k/).

/l/ voiced alveolar lateral

Note: If /l/ comes before a vowel it is called Light /l/ - اللام الخفيفة

Examples: leaf /li:f/, letter /'letə/
lost /lɒst/ loose /lu:s/

If /l/ comes before consonants and in final positions it is called Dark /l/ - اللام الغنية

Examples: called /kɔ:ld/, belt /belt/
all /ɔ:l/, sell /sel/

5. Gliding consonants أصوات حركه
(أصواته بأقوات العله)
glide: (v-) to move slowly without noise or effort. بترلق

There are three consonants which consist of a quick, smooth, non-friction glide towards a following vowel sound, the consonants /j/, w, r/.

/j/ This consonant is a quick glide from the position of the vowel /i:/ or /I/ to any other vowel. We usually transcribe the word yes as /jes/ but we might easily transcribe it /jies/, on the understanding that the /i:/ or /I/ is very short and that we move smoothly and quickly to the following /e/. Try the following words in that way, and be sure that there is no friction in the /j/ glide:

/jɑ:d/ yard, /jet/ yet, /jɔ:/ your

It is usually characterized by the tongue being close to the palate, hence the full description of /j/ as:

/j/ voiced palatal (gliding) (semi-vowel) consonant.

/w/ This consonant contains of a quick glide from the vowel /u:/ or /U/ to whatever vowel follows. It is much more difficult than /j/ because many languages do not have an independent /w/. But it is not difficult to learn to say. Start with /u:/ or /U/ and follow this immediately by the vowel /ɔ:/ - this is the word /wɔ:/ war. The /w/ must be short and weak, as with /j/, but the lips must be rounded quite firmly - even English people move their lips noticeably for /w/.

/wɒtʃ/ watch	/wɪn/ win	/weɪ/ where
/wet/ wet	/wi:/ we	/wʊd/ wood
/waɪt/ white	/weɪt/ wait	/wʊl/ wool

w / voiced bilabial gliding (semi-vowel) consonant.

ɹ / This is the third of the gliding consonants, but it does not resemble one of the English vowels as /j/ and /w/ do. The position of the speech organs for /ɹ/ is shown in Figure 24.

1. The tongue has a curved shape with the tip pointing towards the hard palate at the back of the alveolar ridge, the front low and the back rather high.
2. The tongue-tip is not close enough to the palate to cause friction.
3. The lips are rather rounded, especially when /ɹ/ is at the beginning of words.
4. The soft palate is raised, and voiced air flows quietly between the tongue-tip and palate with no friction.

/ri:d/ read	/red/ red	/rʌn/ run	/rɔ:/ raw
/ru:d/ rude	/reɪs/ race	/ræɪnd/ round	/red/ rare

ɹ / voiced post alveolar gliding consonant
 ɹi or ɹ / voiced post alveolar frictionless continuant

Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. It is easy to see and to feel the lip differences, but it is very difficult to see or to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well.

Vowels must be learned by *listening and imitating*: I could tell you that the English vowel /ɔ:/ as in *saw* is made by rounding the lips and by placing the back of the tongue in a position mid-way between the highest possible and the lowest possible position, but it would be much more helpful if I could simply say the sound for you and get you to imitate me. Since I cannot do this I must leave the listening and imitating to you. So spend some of your listening time on the vowels.

As I said at the beginning of chapter 3 English speakers vary quite a lot in their vowel sounds; the vowels used by an Australian, an American and a Scotsman in the word *see* are all different, but they are all recognized quite easily as /i:/. So the actual sounds that you use for the English vowels are not so important as the differences that you make between them. There must be *differences between* the vowels, and that is what we will concentrate on.

5.1 Simple vowels

/i:, ɪ, e/

In your language you will have a vowel which is like the English /i:/ in *see*, and one which is like the English /ʌ/ in *sun*, and almost certainly one which is like the English /e/ in *get*. They may not be *exactly* the same as the English vowels you hear in listening to English, but they will do for a starting-point. Say the words bi:d *bead* and bed *bed* several times and listen carefully to the sound of the vowels; then try to say a vowel which is *between* the other two, and different from both, not bi:d and not bed, but . . . bid – that will be the vowel in *bid*. You need

three different vowels for the three words *bead*, *bid* and *bed*. Be sure that the middle vowel is *different* and *between* the other two: one thing which will help you to distinguish /i:/ from /ɪ/ is that /i:/ is longer than /ɪ/ as well as different in the quality of the sound. Practise those three words (and listen for them in English) until you are sure that you can keep them separate. The most likely difficulty is that you will confuse /i:/ with /ɪ/, so be sure that /ɪ/ is nearer in quality to /e/ and that it is always shorter than /i:/.

Remember that when the vowels are followed by a strong consonant they are shorter than when they are followed by a weak consonant, so that *beat*, *bit* and *bet* all have shorter vowels than *bead*, *bid* and *bed*, but even so the vowel /i:/ is always longer than the vowels /ɪ/ and /e/ in any one set. Now practise the following sets and pay attention to both the length of the vowels and their quality:



li:d	lead	lɪd	lid	led	led
wi:t	wheat	wɪt	wit	wet	wet
bi:n	been	bɪn	bin	ben	Ben
tʃi:k	cheek	tʃɪk	chick	tʃek	check
fi:l	feel	fɪl	fill	fel	fell
ri:tʃ	reach	rɪtʃ	rich	retʃ	wretch

/e, æ, ʌ/

Now you need another vowel between /e/ and /ʌ/, that is the vowel /æ/. Say the words *bed* *bed* and *bad* *bud* several times and be sure that your mouth is quite wide open for the vowel of *bad*. Listen to the vowels carefully and then try to say a vowel which is *between* those two, a vowel which sounds a bit like /e/ and a bit like /ʌ/ but which is different from both. You *must* have different vowels in *bed*, *bad* and *bud*. Practise those three words until you can always make a difference between them; they all have comparatively short vowels so that length differences will not help you here.

Practise the following sets and be sure that each word really sounds different:



ten	ten	tæn	tan	tʌn	ton
bet	bet	bæt	bat	bʌt	but
pen	pen	pæn	pan	pʌn	pun
seks	sex	sæks	sacks	sʌks	sucks
ded	dead	dæd	Dad	dʌd	dud
meʃ	mesh	mæʃ	mash	mʌʃ	mush

/i:, ɪ, e, æ, ʌ/

Now try all five of these vowels in the sets given below: you will see that there are gaps in some of the sets, where no word exists, for instance there is no word lek; but for practice you can fill in the gaps too. Some of the words are rather uncommon, but don't worry about the meanings – just be sure that the vowel sounds are different:

bi:d	bead	bi:d	bid	bed	bed	bæd	bad	bʌd	bud
li:k	leak	li:k	lick			læk	lack	lʌk	luck
hi:l	heel	hi:l	hill	hel	hell	hæl	Hal	hʌl	hull
ti:n	teen	ti:n	tin	ten	ten	tæn	tan	tʌn	ton
ni:t	neat	ni:t	knit	net	net	næt	gnat	nʌt	nut
li:st	least	li:st	list	lest	lest			lʌst	lust
ri:m	ream	ri:m	rim			ræm	ram	rʌm	rum
bi:t	beat	bi:t	bit	bet	bet	bæt	bat	bʌt	but

/ʌ, ɑ:, ɒ/

In England when the doctor wants to look into your mouth and examine your throat he asks you to say *Ah*, that is the vowel /ɑ:/, because for this vowel the tongue is very low and he can see over it to the back of the palate and the pharynx. So if you have no vowel exactly like /ɑ:/ in your language you may find a mirror useful – keep your mouth wide open and play with various vowel sounds until you find one which allows you to see the very back of the soft palate quite clearly; this will be similar to an English /ɑ:/, but you must compare it with the /ɑ:/ vowels that you hear when you listen to English and adjust your sound if necessary. Remember that /ɑ:/ is a long vowel. The short vowel /ɒ/ is a bit like /ɑ:/ in quality though of course they must be kept separate. For /ɒ/ the lips may be slightly rounded, for /ɑ:/ they are not. Try the following sets:

lʌk	luck	lɑ:k	lark	lɒk	lock
kʌd	cud	kɑ:d	card	kɒd	cod
dʌk	duck	dɑ:k	dark	dɒk	dock
lʌst	lust	lɑ:st	last	lɒst	lost
bʌks	bucks	bɑ:ks	barks	bɒks	box
kʌp	cup	kɑ:p	carp	kɒp	cop

/ɒ, ɔ:, ʊ, u:/

In your language there will be a vowel which is similar to the English