



Some tips and rules

1. **-ed inflectional ending** (past simple regular, past participles and adjectives)
 - ending in voiced sound = we add /-d/
 - ending in voiceless sound = we add /-t/
 - ending in /-t / /-d/ = we add /-ɪd/

Some exceptions to this rule are: naked, wrecked, rugged, ragged, wicked.

Whether they function as verbs or adjectives, most English words ending in –ed suffix follow the same phonological rules as the past tense inflectional ending. However, look at these words ending in –ed: *blessed, beloved, learned, dogged, legged*. They can also function either as verbs or adjectives. But, do they have the same pronunciation in both cases?

He blessed us.	The blessed virgin
She's beloved by him	She's his beloved wife
We learned a lot	He's a very learned man
They dogged my steps	She has a dogged determination
We legged him out of there	He's sitting on a three-legged stool

2. **-s inflectional ending** (plurals, genitive case, 3rd person singular PrS)
 - ending in voiced sound = we add /-z/
 - ending in voiceless sound = we add /-s/
 - ending in sibilant = we add /-ɪz/

Exception to previous rule: house /**haus**/ - houses /**haʊzɪz**/

**Parts of speech differences signaled by word stress pattern**

With the information from the chart

NOUN	VERB (latin origin)
. <u>Con</u> duct . <u>Ins</u> ert . <u>Rec</u> ord	. <u>Con</u> duct . <u>Ins</u> ert . <u>Rec</u> ord
Careful! This is not always the case : e.g: <u>dam</u> age (as a verb and a noun); <u>contr</u> ol (idem)	
(Germanic) NOUN	VERB
. <u>O</u> vercharge . <u>O</u> verlap	. <u>O</u> vercharge . <u>O</u> verlap
Nouns: the strong stress goes on the prefix Verbs: the stem carries the strong stress.	

Determine the stress pattern and pronunciation of each underlined word in the passage below

THE GENERATION GAP

Sometimes there is a conflict of interest between parents and teenagers. Young people feel the need to rebel, to become separate individuals in their own right. Parents often feel such conduct is not appropriate, especially when their sons or daughters isolate themselves from the family or when they insult their elders. Young people advocate that they be permitted to set their own limits and not be obligated to follow their parents' "rigid" ideas. However, most parents still prefer to exercise some control over their children until they graduate from high school. Perhaps children should feel fortunate to have parents who are willing to guide their offspring at the risk of losing their affection.



More tips and rules

1. **Sounds /ɜ:/ and /ə/** are of exactly the same quality. Consequently, the difference between them is strictly functional: while vowel 11 is **ABSOLUTELY ALWAYS** in a stressed position, the schwa **ABSOLUTELY NEVER** is!
2. Spelling “-ook” = always /-ʊk/
3. Spelling “NG” = /ŋg/ in the middle of a morpheme
/ŋ/ at the end of a morpheme

Exception to previous rule: comparatives and superlatives

4. /ŋ/ is never ever preceded by a long vowel
5. Letter “a” + 1 consonant = usually /æ/
Letter “a” + 1 consonant + letter “e” = usually /eɪ/
Letter “a” + double consonant = usually /æ/
(example: mat, mate, matter)
6. Letter “i” + 1 consonant = usually /ɪ/
Letter “i” + 1 consonant + letter “e” = usually /aɪ/
Letter “i” + double consonant = usually /ɪ/
(example: bit, bite, bitten)
7. Letter “i” alone is hardly ever said with vowel number 1 /i:/. Some exceptions to this rule are: machine, technique, boutique, unique, police.
8. Double consonant = never a diphthong
(some exceptions: roll, gross, bass)
9. Prefix “ex-” if unstressed - /ɪks/ when followed by voiceless sound (i.e: ex´port)
- /ɪgz/ when followed by voiced sound (i.e: ex´am)
if stressed = ALWAYS /eks-/ (i.e: ´exit, ´expert)
10. **Letter “b” is silent** when it’s final in the syllable and (1) preceded by a bilabial nasal (ex: bomb, combing, climber) ; OR (2) preceded by a vowel and followed by a plosive (ex: doubt, debt)
11. **Letter “t” is silent** when preceded by /s/ and followed by a lateral or nasal (ex: listen, castle)
12. **Letter “l” is silent** in the cluster “-ould” (ex: would, could, should); and when it is preceded by a long vowel AND followed by a consonant in the same syllable (ex: walk, palm)



13. The linking “r” /r/ NEVER links a semivowel with another sound, it’s only intervocalic
14. Suffix “-sion” - after a vowel letter = /ʒ^ən/
- after a consonant letter = /ʃ^{ən}/
15. Suffix “-ate” - stressed /-ert/ when it’s a verb (ex: to complicate)
- unstressed /-ɪt/ when it’s a noun (ex: the First Certificate)
16. Contracted auxiliaries (like *can’t*, *don’t*, *doesn’t*) are ABSOLUTELY ALWAYS strong
17. The word “use” - as a noun /ju:s/
- as a verb /ju:z/ past tense /ju:zd/
- for habits in the past “used to” /ju:stə/
18. /æ/ is ABSOLUTELY ALWAYS spelt with letter “a”
/ʌ/ is ABSOLUTELY NEVER spelt with letter “a”
19. Always make sure that you control high frequency words such as numbers, days of the week, months, everyday objects, structural words, etc